

Teaching Portfolio

Lucy Britt

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Teaching Statement

Lucy Britt

My main pedagogical goals are for my students to 1) develop their critical thinking, analytical writing, and verbal communication skills and 2) learn that political theory is not dusty and inaccessible but rather a vital practice of examining contemporary politics and reevaluating one's own political positions. As an instructor, I am dedicated to employing strategies that equip students with the ability to thoughtfully debate, critically analyze, and theorize about contentious political issues and normative questions of justice both in and well beyond my classroom.

Developing Critical and Analytical Skills

To develop students' verbal and writing skills, I emphasize active and participatory learning. All lectures are interactive, with pauses for questions to check student understanding or to ask students to evaluate the material. In every class meeting, I incorporate a small group discussion, think-pair-share exercise, simulation or game, or individual reflection writing. In the online classroom, I use breakout rooms and the chat function to replicate these activities. I developed several simulations for my American politics class, dividing students up into chambers of Congress, interest groups, or Supreme Courts in order to apply general course themes to specific topics like lobbying or civil liberties. One simulation, on civil liberties and the relationship between federal institutions, is the subject of a paper about teaching and learning, currently under review.

Students have responded positively; in a midterm course evaluation, a majority of students listed activities and simulations as their favorite part of the class. Students of color and students from lower socioeconomic backgrounds who might feel intimidated to speak up in large-group discussions are given a structured opportunity to participate through active learning exercises. One student wrote: "Atmosphere of discussion and critical analysis of readings is very helpful in understanding the authors. Very involved classroom atmosphere, much preferred to that of a lecture hall." Moreover, student evaluations indicate that my participatory teaching style was effective: a majority of all students across all semesters indicated that they "agreed" or "strongly agreed" with the statement "The instructor was one of the best I have had at Carolina, fully deserving of a teaching award."

In addition to active learning, I design assignments to cultivate critical thinking and self-evaluation rather than simple summary. For example, in my service-learning class, "critical service reflection checkpoints" throughout the semester offer in-class opportunities for students to write about and discuss their own positions as service-learner volunteers in the community. Students read and discuss critiques of volunteerism, share experiences completing service hours, and connect the problems and challenges faced by our partner nonprofit organizations to the theories about racial justice from our class. Evaluations indicate that the higher-order thinking that I require from students enables student learning. One student wrote, "The level of difficulty regarding class content, vocabulary, readings and theories is very high but it's making me a better learner." Across all semesters, students indicated that they learned "a great deal" from my classes, with a median rating of four out of five or higher.

Additionally, acknowledging that teaching should be collaborative and assessment should be reciprocal, I ask students to fill out a mid-semester course evaluation so that I can respond to feedback

before the semester is over. Students have responded positively to my willingness to adjust the pace or provide extra resources; this has become more necessary than ever as students face unequal challenges during the COVID-19 pandemic. One student wrote, “After midterm evaluations the way the class operated changed and it really helped me to understand the things we were discussing in lecture and also helped me to better prepare myself.” I also use PollEverywhere, an app and texting service, to check student knowledge. These polls evaluate understanding of the day’s material at the end of the lesson, giving me instant feedback on pace and student comprehension.

Applying Course Material to the “Real World”

I recognize that students will not fully engage with readings, discussion, or assignments unless they feel that they are relevant to their lives or the “real world” of politics. Therefore, I design syllabi, lesson plans, and assessments to connect abstract frameworks and theories to contemporary political issues.

Students design their own final paper topics, putting learning in their hands and allowing them to pursue their interests and passions. For example, a Sports Science major in my feminist theory class analyzed the mutability of gender through the topic of sex testing for intersex athletes. In my race and politics class, students create hands-on projects on a topic of their choosing, ranging from oral history podcasts about the intergenerational transfer of attitudes about voting among Black North Carolinians to GIS mapping projects documenting racial gerrymandering.

In applying theories and frameworks to the “real world,” I ask students to evaluate and redefine their ideological and political positions. In my modern political theory class, I prompt students to think about what their reactions to theories mean for their own political standpoints. If a student agrees with Marx’s critique of capitalism, for example, maybe she is less of a *laissez-faire* capitalist than she had previously thought – or if a student objects to the censorship in Rousseau’s political utopia, then she might be more of a liberal than she realized. In my feminist theory class, this involves students developing and continually adapting their personal definition of feminism throughout the semester. I ask students to write down what feminism should aim to accomplish at the beginning of the semester – equality? Justice? Freedom from oppression? Helping women? Helping all genders? – and then I periodically ask students to review their personal feminisms and revise them if their positions have changed in light of theories from class. One student wrote, “Because of this course, I feel better equipped to not only engage in feminist discussion but also to analyze my own actions in the context of the systems and structures that inform them.”

Finally, in order to connect course material to the “real world,” I utilize feminist pedagogy: critically examining the forces of sexism, social hierarchies, and power dynamics at work in the classroom in order to equip students to do so outside of the classroom. My syllabi include subjects and authors often excluded from the Western canon, like trans feminists and thinkers of color. Comments from student evaluations indicate that the diversity of the reading assignments and the inclusivity of the classroom environment facilitated learning. One student wrote: “Ms Britt did a fantastic job including diverse (queer, women of color, trans) authors and perspectives in the class. She made it very welcoming and un intimidating to speak in class, even when topics were controversial.”

Teaching Experience and Interests

I have extensive teaching experience in political theory, race and politics, and U.S. politics – both in-person and online (asynchronous and synchronous), co-teaching, and designing and implementing a

new service-learning class. For three semesters, I served as a teaching assistant for Modern Political Thought, leading three 20-person recitation sections per week. I also taught Modern Political Thought as an online summer course. I have taught Feminist Political Thought twice as instructor. I have also taught Introduction to Government in the United States, a broad overview of U.S. political institutions and behavior. I am currently co-teaching Race and the Right to Vote in the United States, a service-learning race and politics course that I developed with my co-teacher with the support of a university grant.

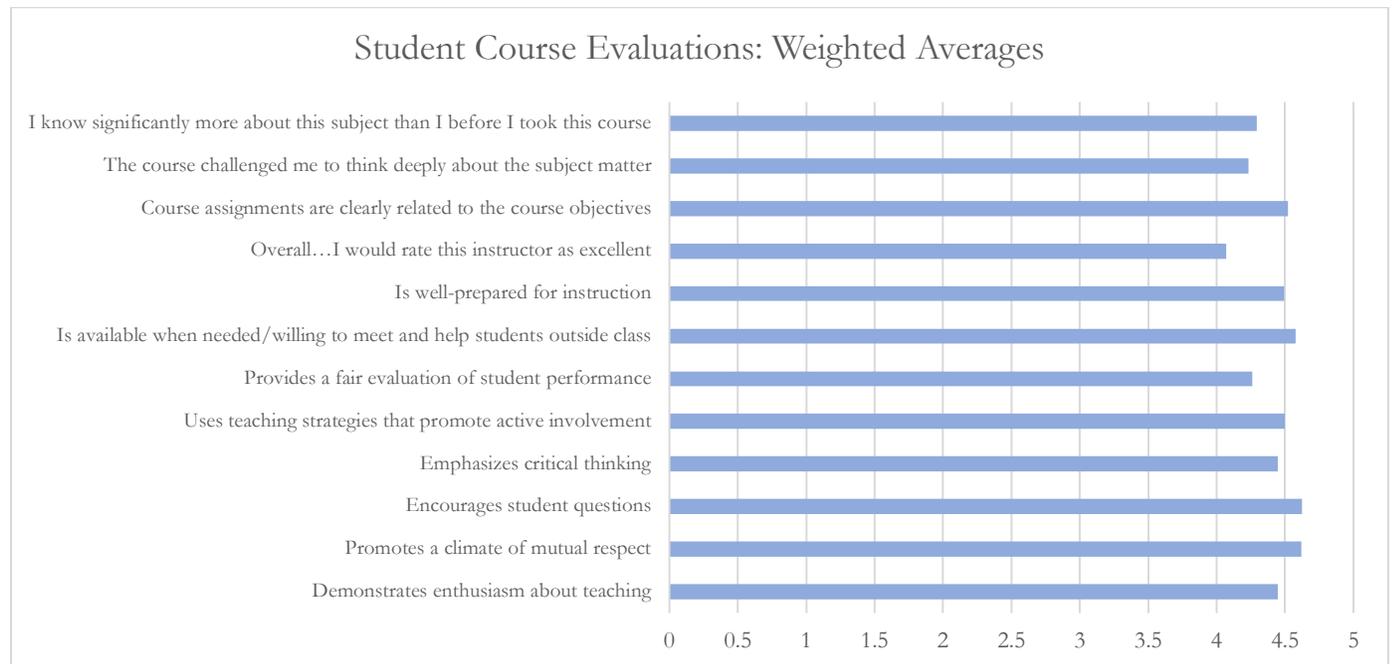
My teaching experience goes beyond teaching undergraduate courses. While in graduate school, I sought out opportunities for teaching training and support. I participated in the Center for Faculty Excellence's Future Faculty Fellowship Program, where I received teacher training. I lead the UNC Political Science Graduate Teaching Group, a supportive community of peers who troubleshoot teaching problems and questions and share insights from teaching and learning research. There, I started a peer observation program in which graduate students visit each other's classrooms to trade peer feedback on teaching. I also have experience facilitating undergraduate research; as a Graduate Research Consultant for a class on democratic theory, I assisted students in their semester-long research papers. I tutor student athletes, many of whom are first-generation students or come from underrepresented populations. Additionally, I have participated in the LGBTQIA+ Safe Zone training, and I worked with the UNC School of Social Work to bring a Mental Health First Aid training to my department to train faculty, staff, and graduate students on basic mental health issues so we can better support our students. I designed and taught a class for the Duke Talent Identification Program, a summer academic program that offers college-level enrichment classes for middle- and high school students. The class, "History of the Future," focused on utopian political and social thought, from eschatology to urban planning, Afrofuturism, and biopolitics.

As a faculty member, I plan to expand my mentoring experience through advising and research collaborations with students, to develop more creative simulations and activities, and to develop new and interdisciplinary courses, including writing-intensive classes, first-year seminars, and service-learning courses. Classes I am prepared to teach include introductory U.S. politics, race and politics, parties and elections, state and local politics, introductory political theory, ancient and medieval political theory, modern political theory, contemporary political theory, American political theory, Black political theory, Indigenous political theory, utopian political thought, democratic political theory, and feminist political theory; I am also willing to develop new courses related to my research expertise, including on memory and mourning, emotion and politics, and the politics of place and space.

Summary of Teaching Evaluations

Lucy Britt

The figure below presents my teaching evaluations across four semesters I have taught as the instructor of record. These courses were Feminist Political Theory (Spring 2018, Spring 2019), Introduction to Government in the United States (Fall 2018), and Race and the Right to Vote in the United States (Fall 2020). Ratings were on a 1-5 score in which 1 represents “Strongly Disagree” and 5 represents “Strongly Agree.” The chart below presents weighted averages across the four semesters.



Sample student comments:

- “This course is my favorite that I have taken at UNC thus far. The broad range of topics and perspectives we studied provided me with a solid understanding of political theory, and kept me interested throughout. I greatly appreciated the class discussions and hearing the input and analysis of my peers.”
- “She's ecstatic about what she teaches and is not afraid to talk about taboo topics.”
- “This course is extremely rigorous in the amount of reading and the topic, and ultimately made me a much better writer and student.”
- “I think Lucy did a great job facilitating discussions. Without fail, I would always leave this class wanting to discuss more and dig deeper into the material. Lucy also connected real-world events and current issues in the sociopolitical scene to the works, which enabled me to understand these dense, complicated theories better.”
- “This course opened me up to a much wider array of feminist thought than I was previously exposed to. Because of this course, I feel better equipped to not only engage in feminist discussion but also to analyze my own actions in the context of the systems and structures that inform them.”
- “Lucy did a great job, often times was a better in structure than the professor because she clarified confusing topics. Recitation was very useful and one of the most organized

recitations I have yet to take here at UNC, she was always available to meet outside of class and willing to help me on papers and exam prep.”

- “I’ve liked the structure of the syllabus and how we’ve gone from broad frameworks to then analyzing specific areas of feminist political thought. For someone who hasn’t taken a class like this before, I’ve found this approach super helpful for structuring my thoughts”
- “Miss Lucy’s lectures were informative while also being entertaining to listen to. She went over the textbook material well and incorporated outside sources like videos, graphs, and articles to facilitate in class learning. I also appreciate how Miss Lucy’s lectures are packed with information, but are easy to follow, I have never been lost in jargon or not understood content because she provides thorough explanations with contextualized examples. Additionally, I never felt like her lectures wasted student time.”
- “This is one of my favorite courses I’ve taken at UNC. Reading quizzes really encouraged me to do and engage with the reading. The response papers and pop feminism paper were also interesting assignments that I felt helped me better understand the material. I really like that the class is discussion-based; it’s help me absorb a lot of the material and develop/expand some of my own opinions on feminist theory.”
- “The class discussions were great. Thank you for being so great! I really appreciate [sic] your feedback, and it is obvious how much you generally care about our learning. I felt comfortable speaking up, which doesn’t happen often, so thank you for creating a comfortable environment!”
- “Incredibly enthused and knowledgeable [sic] about topics of discussion. Made environment very inclusive and made everyone feel like their opinions were valid. Best instructor I have ever had.”
- “Atmosphere of discussion and critical analysis of readings is very helpful in understanding the authors. Very involved classroom atmosphere, much preferred to that of a lecture hall. I feel like my opinions and theories are heard and contribute to my peers and learning environment.”
- “Lucy is a great professor. She always comes to class clearly prepared and is also very passionate about the material, which is something that I always feel makes a course better/more interesting. She is very knowledgeable about the subjects covered. Also, she does a fantastic job facilitating; she always clarifies people’s points and asks us questions designed to help us think more critically about the material. Further, to me it seems she does a good job promoting inclusivity and making everyone feel valued for their perspectives.”
- “Ms Britt did a fantastic job including diverse (queer, women of color, trans) authors and perspectives in the class. She made it very welcoming and unthreatening to speak in class, even when topics were controversial”
- “The readings were engaging and encouraged me to participate in class. Having the opportunity to work with the Jackson Center helped teach me about the community and increase my passion for racial inequity in my area. Lectures were engaging and informative.”
- “Lucy is simply amazing.”

Political Science 206
Race and the Right to Vote in the United States
Sonja Haynes Stone Center for Black Culture and History 103¹

Instructors:

Andreas Jozwiak (he/him) (ajozwiak@unc.edu) and Lucy Britt (she/her) (lbritt@unc.edu)

Meeting Times:

Tuesday and Thursday 6:30-7:45 in Stone 103

Office Hours: Tuesday 12-3; Thursday 12-3. Both of us are also available by appointment (we mean it, just send us an email!)

Slack Channel

We will be using a Slack channel to communicate with you. Course readings, announcements, and reminders will be on Slack. If you don't already have one, please make an account via Slack using your UNC email. Slack is accessible via smartphone apps, computer apps, and web browsers.

Course Description:

This course surveys scholarly literature on electoral institutions, racial politics, and access to the ballot in the United States. In consultation with the instructors, students will design their own research topic and choose an appropriate research method to analyze one aspect of race and the politics of voting. In addition, students will perform 20 hours of community service with a partner organization.

Service-Learning

This a service-learning class in fulfillment of the Experiential Education requirement. What is Service-Learning? "Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves." Eyler and Giles, (1999).

It is important to us that students not only fulfill their community service requirement, but also reflect critically on their own position within the service activities and work to link class readings and discussions to their experiences in the community.

Learning Objectives:

By the end of the semester, students will:

1. Understand the American electoral system and the history of race in the Southern United States
 - a. Examine the relationship between race, political institutions and political outcomes: representation, voting behavior, turnout
2. Connect social science theories and scholarship to contemporary racial politics and current events

¹ We acknowledge that we're holding class on Eno, Catabwa, and Shakori land occupied by UNC. For more, see, for example: <https://antiracistgradcollectiveunc.org/land-acknowledgement/>.

3. Engage in 20 hours of service in partnership with a community organization
 - a. Make connections between the service project and course material
4. Develop research skills through a variety of research and data collection methods/techniques
 - a. Create an original research project on the right to vote in North Carolina
 - b. Develop presentation skills
 - c. Develop data visualization/organization skills
5. Develop oral and written communication skills through class discussion, short writing assignments, and the final research project

This course meets the following general education requirements:

- Experiential Education
- U.S. Diversity
- Social Sciences

Grading Scale:

This course will follow the UNC grade definitions (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>) and the following grading scale:

| | | | |
|----|----------|----|----------|
| A | 94-100 | C | 73-76.99 |
| A- | 90-93.99 | C- | 70-72.99 |
| B+ | 87-89.99 | D+ | 67-69.99 |
| B | 83-86.99 | D | 60-66.99 |
| B- | 80-82.99 | F | 0-59.99 |
| C+ | 77-79.99 | | |

Course Requirements:

1. Final Project: **50%**. Students will choose 1) a topic of their choice to research and 2) a mode of inquiry with which to pursue this topic.
 - a. Possible modes of inquiry include:
 - i. Working with the Jackson Center on an oral history project, including compiling pre-recorded oral histories from their archive into a podcast episode or other presentation and/or interviewing local public officials about race in the community
 - ii. Using mapping technology to answer a question about race and voting
 - iii. Writing a research report on the history of the franchise and its restriction in North Carolina, the Southern United States, or the United States
 - iv. Writing a research report on redistricting and/or contemporary legal and political battles over racial gerrymandering

- v. Conducting a quantitative research project around an original research question. Students interested in this research track must have taken POLI 208 or 285 or an equivalent social science statistics class
 - 1. Survey research project
 - 2. Use of publicly available survey or non-survey data sets
 - 3. Media analysis, including coding media or campaign ads or using existing media data sets
- vi. Writing a qualitative media analysis
- b. Students who choose to complete an oral history or interview project or a mapping project will also write a 10-page written explanation and analysis to accompany their work. Students completing any other type of project will turn in a 15-page paper.
- c. This is an “iterative assignment,” meaning that students complete it over the course of the semester, over many stages, with chances to receive feedback on, improve, and correct their work throughout the process. The components are as follows:
 - i. Topic Meeting: **5% (of course grade)**. Graded for completion. Meet with either Andreas or Lucy **August 26-28th** with your topic idea for approval. If the instructor assigns significant changes to the topic or methods proposed, you must have a second meeting with their new topic or method.
 - ii. Outline: **5%**. Graded A-F. The outline should include the topic or question, mode of inquiry or method, tentative thesis statement, sections or arguments outlining the structure of the project, and a works cited section with at least four scholarly or journalistic sources.
 - 1. Due **October 1st**; grades of 75 and below require a second submission **October 13th**
 - iii. Rough Draft: **5%**. Graded for completion and length. Due **November 10th**.
 - iv. Peer Editing Worksheet and Reflection: **5%**. During class, students will participate in a peer editing workshop. 2.5% points will be awarded for completion for students’ assessment of a peer’s work; 2.5% points will be awarded for completion of a paragraph reflecting on how students will use the experience to improve their own work. Worksheet completed in class **November 10th**; reflection due **November 12**.
 - v. Quality and Completion of Research: **25%**. The final project must have at least 10 scholarly or journalistic sources cited properly. Final paper due **final exam period**.
 - vi. Final Presentation: **5%**. During the exam period, students will present their final project to the class in a formal, graded presentation lasting three to four minutes. Slides and visuals are optional. Final presentation due **at beginning of final exam period**.
- 2. Short Reading Responses: **30%**. Students will write 10 short responses to one **academic** course reading for weeks of their selection (ie. not NYT or Atlantic articles). We’ll drop your response with the lowest grade.
 - a. Responses should consist of:
 - i. *One sentence* summarizing the reading. We know this is hard!
 - ii. The rest of the response should provide some analysis of the reading. This should be an original thought that you had about the reading. It could include putting the reading in conversation with another course reading, criticizing the reading, or applying it to current events or contemporary politics (while going beyond simple summary).

1. The first sentence of this section (the second sentence of the response) should be a thesis statement summarizing your argument.
2. The rest of the response should make this argument using evidence from the text.
 - b. Responses should be 250-300 words total, not including the heading
3. Community Service Reflection: **10%**. Students should write a two-page double-spaced reflection on their experience working with community partners and connecting their service experience to course themes and readings. **Due November 17th**.
4. Several short assignments assigned to particular lessons. Details will be given the lesson prior.
 - a. State voting procedures activity: **3%**. Completed in class **October 8th**.
 - b. Crenshaw Worksheet: **3%**. Due **September 1st**.
 - c. Alexander Worksheet: **2%**. Due **September 3rd**.
 - d. Redistricting Game: **2%**. Due **October 1st**.
5. Service to Organization:
 - a. Obtaining experiential education (EE) credit for this class is contingent upon your completion of 20 hours of community service, to be done partially with a partner organization. If you do not complete these 20 hours, you will automatically fail the class. Hours must be completed by the **beginning of the final exam period**.

Class Discourse

While this course deals with many politically charged topics, our task as social scientists is to analyze these from a politically neutral perspective. Moreover, this course is not intended to facilitate and will not take part in any political organizing. Civil discourse, mutual respect, and respect for community partners are expected from all participants in the course. This course covers contentious issues, and while we may not always agree on the topics we are discussing, students are expected to assume their classmates have good intent when engaging in discussion. We will aim to make sound arguments for our judgments based on evidence, which can include empirical phenomena, passages from course texts, and lived experience. We will outline these expectations for each other as a class on the first day of the semester in a classroom contract.

Title IX Policy

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at <http://safe.unc.edu>.

Honor Code

All of your work in this class must comply with the UNC Honor Code, which can be accessed at <http://honor.unc.edu>. It is each student's responsibility to understand the Honor Code and how it applies to this course. *Any suspected cases of plagiarism or other academic dishonesty will be immediately reported to the honor court, and the grade penalty recommended will be an F for the course.* Two specific things to note are 1) when you quote or paraphrase someone else's specific idea you must include a page number citation and 2) that when you use someone else's words you should always use quotation marks – even in your own note-taking.

COVID-19 and Masks

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and us – as we learn together. If you choose not to wear a mask, or wear it improperly, we will ask you to leave immediately, and we will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Communication

We are reachable at ajozwiak@unc.edu or lbritt@unc.edu. Please email *both* of us when contacting us. We are generally responsive to email, but are slower on weekends and outside of the working day. If you have a longer question or many different questions, please visit our office hours or email us to meet outside of them. We enjoy talking about politics, so visit us if you have questions about the materials or an assignment. We may not be able to answer last-minute questions about papers, so take this as an incentive to write well in advance of due dates!

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the [ARS Website for contact information: accessibility.unc.edu](#). Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the website. As always but especially during a global pandemic, we will be understanding of any family or health-related concerns that demand your attention and care. That said, the more communicative you are with us about your needs, and the earlier you tell us something is wrong, the better we can work with you to find accommodations.

Course Schedule:

August 11: Syllabus Review and Introduction to our Questions

August 13: Introduction to Our Questions Continued

- DiAngelo, Robin. 2018. “Racism after the Civil Rights Movement,” in *White Fragility*, Boston: Beacon Press. 39-50. eBook available through UNC:
<http://libproxy.lib.unc.edu/login?url=https://ebookcentral.proquest.com/lib/UNC/detail.action?docID=6048775>.
- Berman, Ari. 2015. “Prologue,” in *Give us the Ballot: The Modern Struggle for Voting Rights in America*. New York: Farrar, Straus and Giroux. 1-10. On library e-Reserve.
- Choose one of these readings about discourse in the classroom:
 - DiAngelo, Robin. “Where Do We Go from Here?” in *White Fragility*. Boston: Beacon Press, 2018. 139-154. eBook available through UNC:
<http://libproxy.lib.unc.edu/login?url=https://ebookcentral.proquest.com/lib/UNC/detail.action?docID=6048775>

- Jewell, Tiffany. 2020. “When to Call Someone Out or Call them In Over Racist Behavior.” *KQED*.

- Start thinking about paper topics in preparation for topic meetings August 26th-28th

August 18: Service Partner Orientation 1: Marian Cheek Jackson Center Orientation with Ms. YV

- [Listen to a short oral history clip from the Jackson Center archive. See Oral Histories Document in readings Slack channel.](#)
- By today, complete the soundwalk through the Northside neighborhood (~45 minutes). Begin at the Marian Cheek Jackson Center, 512 W Rosemary. Dress for the weather and bring water. You’ll need a phone and a pair of headphones to listen to the guided walking tour on a smartphone: <https://jacksoncenter.info/northside-stories/soundwalk-of-northside>.

August 20: You Can Vote Orientation with Rachel Spring, In-Class Writing Workshop

- Final Paper Topic Meeting Sign-Up opens in Sakai (Sign-up tool) 9am

August 25: No Class – COVID-19 Evacuation

August 27: The Historical Construction of Race, Implicit Associations, and Social Identity Theory

- “Race: Can we see it in our DNA?” Science vs Podcast: <https://gimletmedia.com/shows/science-vs/6nhgk/race-can-we-see-it-in-our-dna>
- Podcast: Mind Changers: Henry Tajfel’s Minimal Groups <https://www.bbc.co.uk/sounds/play/b00yw6km>
- Take an Implicit Associations Test at <http://implicit.harvard.edu>
 - It will ask you to make an account; you can skip this and continue as a guest. It will ask you to fill out a demographics survey; you can skip this.
 - Please choose from the Arab-Muslim, Native, Skin-tone, Asian, or Race IAT

August 26th-28th: paper topic meetings with instructors.

September 1: Intersectionality

- **Crenshaw Worksheet due at beginning of class**
- Crenshaw, Kimberlé. 1995. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.” In *Critical Race Theory: The Key Writings that formed the Movement*. Kimberley Crenshaw, Neil Gotanda, Gary Peller, and Kendall Thomas (eds.). New York: The New Press. Pp. 357-383.
- [Eby, John W. 1998. “Why Service-Learning is Bad.”](#)

September 3: The New Jim Crow

- **Alexander Worksheet due at beginning of class**
- Alexander, Michelle. 2020 (2010). “The Rebirth of Caste.” In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. Pp. 25-73. Ebook through UNC: <https://ebookcentral-proquest-com.libproxy.lib.unc.edu/lib/UNC/detail.action?docID=5651869>.
- Johnson, Theodore. 2019. “How Conservatives Turned the ‘Color-Blind Constitution’ Against Racial Progress.” *The Atlantic*.

September 8: Slavery, Race, and Politics and Attitudes Today

- Acharya, Avidit, Matthew Blackwell, and Maya Sen. “The Political Legacy of American Slavery.” *The Journal of Politics*, 2016. volume 78, number 3.
- Explore *A Red Record* (2015) – database of lynchings in North Carolina: https://public.tableau.com/profile/seth.kotch#!/vizhome/ARedRecord_LynchingintheSouth/Overview
- Explore the Equal Justice Initiative’s interactive Racial Terror lynchings map: <https://lynchinginamerica.eji.org/explore>
- **Make sure you’ve finished 5 service hours by September 15**

September 10: Black Lives Matter and Democratic Participation

- Hooker, J. 2016. “Black Lives Matter and the Paradoxes of U.S. Black Politics: From Democratic Sacrifice to Democratic Repair.” *Political Theory* 44(4): 448-469.

September 15: The Politics of Race and Racial Attitudes

- Kinder, Donald R., and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Chicago: University of Chicago Press. Ch. 2, Skim Ch. 5 (Pp. 12-34; 92-127).

September 17: White Identity Politics

- Jardina, Ashley. 2019. “The New American Minority.” In *White Identity Politics*. Cambridge: Cambridge University Press, pp. 1-20.
- Choose one of these readings about white identity politics in practice:
 - Corwin, Emily. 2020. “Why Do Some Vermonters Display The Confederate Flag?” *Vermont Public Radio*.
 - Edsall, Thomas. 2020. “How Racist is Trump’s Republican Party: And How do You Determine That in the First Place?” *The New York Times*.

September 22: Minority Representation

- Read Intro, Theory section, and Conclusion of: Juenke, Eric Gonzalez and Robert Preuhs. 2012. “Irreplaceable Legislators? Rethinking Minority Representatives in the New Century.” *AJPS* 56 (3):705-715.
- Excerpt from Dovi, Suzanne. 2018. “Political Representation.” *Stanford Encyclopedia of Philosophy*.

September 24: Minority Candidates and their Voters

- Herndon, Astead. 2019. “The Districts Are Mostly White. The Candidates Are Not.” *The New York Times*.
- Boschma, Janie. 2015. “What It’s Like to Be a Nonwhite Lawmaker Representing a White-Majority District (And Vice Versa).” *The Atlantic*.

September 29: *Shelby vs Holder*

- **Due at beginning of class: Outline (via Sakai)**
- Introduction to Carol Anderson, “One Person, No Vote.” On library e-reserve.
- Oyez.com summary of *Shelby County v. Holder* (2013) decision: <https://www.oyez.org/cases/2012/12-96>

- Brandeisky, Kara, ProPublica and Mike Tigas. 2013. "Which States Have Enacted Restrictions Since the Voting Rights Act Ruling?" *The Atlantic*.

October 1: Post-*Shelby* Gerrymandering

- **Due at beginning of class: final paper outline**
- **Due at beginning of class: a screenshot showing you beat at least one of the levels of the Redistricting Game (<http://redistrictinggame.org/>)**
- Bazelon, Emily. 2017. "The New Front in the Gerrymandering Wars: Democracy vs. Math." *The New York Times*.
- Play around with the Atlas of Redistricting at <https://projects.fivethirtyeight.com/redistricting-maps/>
- Read the abstract of Fraga, Bernard L. 2016. "Redistricting and the causal impact of race on voter turnout." *The Journal of Politics* 78(1): 19-34.

October 6: Voter ID Laws and Effects

- Hajnal, Zoltan, Nazita Lajevardi, and Lindsay Nielson. 2017. "Voter identification laws and the suppression of minority votes." *The Journal of Politics* 79(2): 363-379.
- Valentino, Nicholas and Fabian Neuner. 2017. "Why the Sky Didn't Fall: Mobilizing Anger in Reaction to Voter ID Laws." *Political Psychology* 38(2): 331-351.

October 8: Other Forms of Disenfranchisement. In-class graded state voting procedures activity

October 9: **Voter Registration Deadline for North Carolina**

October 13: COVID-19 and Elections

- **Due at beginning of class: final paper outline rewrite (if you received a grade of 75 or below)**
- Drutman, Lee. 2020. "How Democracy Dies at the Ballot Box." *The New Republic*.
- Hill, Charlotte, Jacob Grumbach, Adam Bonica and Hakeem Jefferson. 2020. "We Should Never Have to Vote in Person Again." *The New York Times*.
- Thompson, D. et al. 2020. "Universal vote-by-mail has no impact on partisan turnout or vote share." *PNAS* 117(25): 14052-14056.

October 15: Realignment; Black and Latinx/Hispanic Voting Behavior

Early Voting Begins in North Carolina (through Halloween)

- White, A. and Laird, C. 2020. "Why Black Voters Stick with Democrats." In *The Atlantic*.
- Bacon, Jr., Perry. 2018. "Why Latino Voters Haven't Completely Abandoned The GOP." *FiveThirtyEight*.
- And these (short!) videos on Partisan Realignment:
 - <https://www.youtube.com/watch?v=Z6R0NvVr164>
 - <https://www.youtube.com/watch?v=s8VOM8ET1WU>

October 20: Public Support for Disenfranchisement and its Effects

- Judis, John B. and Ruy Teixeira. 2002. "Majority Rules: The Coming Democratic Dominance." *The New Republic*. August 5 & 12, pp. 18-23.

- Bentele, Keith and Erin O'Brien. 2013. "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies." *Perspectives on Politics* 11(4): 1088-1116.
- Skim Wilson, David, et al. 2014. "Racial Imagery and Support for Voter ID Laws." *Race and Social Problems* 6: 365-371.

October 22: Institutions

- Htun, M. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-58.
- Hill, Steven. 2013. "How the Voting Rights Act Hurts Democrats and Minorities." *The Atlantic*.
- Sturgis, Sue. 2017. "Challenging the racism of at-large elections." *Institute for the Changing South* (a Durham non-profit). <https://www.facingsouth.org/2017/02/challenging-racism-large-elections>

October 27: Hispanic (and Latino/a/x) Voting Rights

The last day to request an absentee ballot for North Carolina

- Valenzuela, Ali A., and Melissa R. Michelson. 2016. "Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals." *American Political Science Review*, 110(4): 615-630.
- Fallon, Benjamin Francis. 2019. "Where the 'Latino' Vote Was Born." *The Washington Post*.

October 29: Native Voting Rights

- McCool, Daniel, Susan Olson, and Jennifer Robinson. 2007. "An Equal Opportunity: The Impact of the Voting Rights Act." In *Native Vote: American Indians, the Voting Rights Act, and the Right to Vote*. Cambridge: Cambridge University Press. 155-175.
- Ferguson-Bohnee, Patty. 2020. "How the Native American Vote Continues to be Suppressed." American Bar Association.

November 3: **No Class – Election Day / Return Absentee Ballot Deadline for North Carolina**

November 5: Election Debriefing Day

November 10: Peer Editing Workshop and Worksheet

- **Due at beginning of class: a complete draft of your paper ready for peer edits.**

November 12: Panel Discussion with Community Leaders AND Urban Politics and Ethnic Coalitions. Speakers TBA

- **Due at beginning of class: peer review reflection**
- Benjamin, Andrea. 2019. "Revisiting Political Incorporation: Black Electoral and Policy Inclusion in the Bull City. The Two Dimensions of Political Incorporation: Black Politics in a Majority-Minority City." In *Black Politics in Transition: Immigration, Suburbanization, and Gentrification*, Candis Watts Smith and Christina Greer, Eds. Routledge, pp. 110-137. Full text available through UNC library: <https://www-taylorfrancis-com.libproxy.lib.unc.edu/books/e/9781315164236>

November 17: Conclusions and Makeup Day

- **Due at beginning of class: community service reflection**

Final Exam Time: Saturday, November 21st, 4-7pm.

- The final exam for this course will be presentations of final projects. You will also turn in your final paper at this time to Sakai.



POLI/WMST 265: Feminist Political Theory

Lucy Britt

lcbritt@unc.edu

Office Hours (303 Hamilton Hall): Mondays 9-11, Tuesdays 2-3, and by appointment

Class Meetings: Tuesday/Thursday 3:30-4:45, 106 Fetzer Hall

This course is the first of a two-course sequence on feminist political theory (the second course is POLI/WGST 477). There are no prerequisites, and this course fulfills requirements for both Political Science and Women's and Gender Studies majors, as well as the following general education requirements: PH – Philosophical and Moral Reasoning, CI – Communication Intensive, and NA – North Atlantic World.

Goals

This course aims to enable you to:

- 1) understand the main concerns of and concepts in feminist political thought
 - 2) become a better critical and analytical thinker, speaker, and writer by asking questions about the assumptions, expectations, and implications for politics of feminist theories
 - 3) apply political theoretical and feminist thinking to issues and questions in the world around you
 - 4) imagine and evaluate alternative political and social practices in light of feminist theories explored in the course.
-

Assignments and Expectations

I am here to help you learn, and you should also expect to put in a lot of work this semester. This is a difficult, reading-intensive class that requires you to read lots of materials, come prepared to class, and discuss readings in detail. You should expect to spend about two hours working (reading, writing, taking and organizing notes) outside of class for each hour we spend in class – this means you should plan for and schedule five hours of independent work on this course each week.

Discussion Questions

Each day you turn in a response paper (see below), you will also post to the Sakai forum two discussion questions about the readings. These should be concise – one or two sentences each, not a whole paragraph. You should also bring them to class to help guide our discussion for that day. They can be related or unrelated to the topic of your response paper. Discussion questions are due at 10 AM.

Response Papers

In two double-spaced pages (stick to this! Let's cultivate concise writing skills), respond to one or more pieces we have read for the day the assignment is due. Response papers should:

- Spend the first half of the paper summarizing the work you have chosen to analyze
- Spend the second half of your paper analyzing the piece. This could be:
 - 1. Finding an inconsistency in the argument or message and arguing that that inconsistency undermines the larger piece in some significant way
 - 2. Setting two or three different authors in conversation with one another

- 3. Thinking about how an author's argument applies (or doesn't) to a particular real-world example
- 4. Presenting a thoughtful criticism
- 5. Identifying and critiquing or providing alternatives to the author's assumptions
- Spend the last few sentences of your analysis explaining what you think the implications of your analysis are for the larger theory or set issues we're talking about. In other words, so what? If your analysis was a critique, was the point you were critiquing like a weight-bearing wall of a house that, if knocked down, would undermine the structural integrity of the whole house, or was it more like a decorative wall that could be knocked down without toppling the whole house?
- Make sure to cite any sources you use

Response papers are due at 10:00 AM the day you signed up for via your Sakai drop box. I will grade your paper on whether it fulfills the assignment, accurately represents the theorists' perspective and references the text when appropriate, is clear about its point of view on the theory, is stylistically and mechanically error-free, and fully cites its sources.

Pop Feminism Paper

This assignment asks you to analyze, through the lens of a theorist we read in class, a piece of "pop feminism" from recent (2009 or later) mainstream media sources, nonfiction or fictional writing, blog posts, film, or television. The piece you pick should be pertinent to the topics of our course. Feel free to run the piece you have chosen by me to make sure it is appropriate. The following are examples of acceptable pieces:

- This news piece from Elle: <http://www.elle.com/culture/news/a46816/family-leave-sexist/>. Other media sources that might be fruitful include Jezebel, *Teen Vogue*, the major news networks' websites, Vox.com, *The New York Review of Books*, or any major newspaper.
- A chapter from Roxanne Gay's *Bad Feminist*, Ivanka Trump's *Women Who Work*, or Sheryl Sandberg's *Lean In*
- A novel, such as Chimamanda Ngozi-Adichie's *Americanah*, or poetry by Rupi Kaur
- This blog post on Medium <https://thelily.com/what-its-like-to-watch-a-harvey-weinstein-movie-now-d74874e3f877>, or this op-ed in the *Daily Tar Heel*: <http://www.dailytarheel.com/article/2017/10/column-the-layers-of-race-behind-me-too>
- The 2017 Wonder Woman film or an episode of *The Handmaid's Tale*

In two double-spaced pages (again, please stick to this):

- Spend one paragraph (1/4 to 1/3 of your paper) summarizing the pop feminism piece. Assume I haven't seen the pop feminism piece before. You can assume I've read the theory piece from class; no need to summarize that.
- Spend the rest of your paper analyzing the piece through the lens of one of the theorists we've read:
 - What would Patricia Hill Collins have to say about Sheryl Sandberg's book? And do you agree with such a reading of the book? Why/why not? What are the implications of your analysis for the theory and for our world?
- Cite the pop feminism piece and any theorists or other sources you mention

Pop feminism papers are due at 10:00 AM the day they are due via your Sakai drop box. I will grade your papers on whether it fulfills the assignment, accurately represents the theorists' perspective and references the text when appropriate, makes a clear connection between the pop feminism piece and the theory, is clear about its point of view on the theory, is stylistically and mechanically error-free,

and cites its sources. If you are struggling to frame your analysis within the themes of the course, the Stanford Encyclopedia of Philosophy (<http://plato.stanford.edu/>) has a lot of good essays on various topics in feminism.

You will have the chance to rewrite either your pop feminism paper or one response paper for a better grade *if you score 78% or below*. If you choose to do so, you have a week after you receive comments on your original paper; please email me to let me know you have turned a rewrite in.

Final Paper

Your final paper will be an analytical/argumentative essay on a subject of your choice. This means not an empirical research paper (ex. “why are women not equally represented in legislatures?”) but an analysis of and normative claim about an issue (ex. “what are the pernicious effects of unequal political representation by gender on democracy?”). This is your chance to “do” political theory yourself after spending a semester reading it.

This is an iterative assignment, so there are several steps you will complete to earn full points:

- Meet with me to discuss your topic – 1.5 points of final grade
 - You will need to discuss with me your idea for a topic before turning in a detailed outline for your paper. Your topic must be pertinent to the goals and themes of the course. If my office hours don’t work for you, please email me to set up a 10-minute appointment.
 - Due 3.26.19
- Turn in a detailed outline – 1.5 points of final grade
 - The detailed outline is the skeleton of your paper: the topic/question, a thesis statement, and a plan for the structure of your argument, including your main supporting arguments and the main points you want to make in each paragraph and a preliminary bibliography of at least 2 sources (including the main theorist(s) with whom you’ll be in conversation). The detailed outline should be about a page of bulleted list items.
 - Due 3.26.19
- Turn in a completed rough draft – 3 points of final grade
 - This should be your whole paper, written but not perfect. You should have complete sentences and paragraphs rather than bullet points, and you can use citation placeholders instead of full citations, but the more complete the paper, the better the feedback you’ll be able to receive from your classmates during peer evaluation.
 - Due 4.23.19
- Complete peer evaluations in class and submit a short reflection – 1.5 points of final grade
 - If you are absent from this day of class, you should email me for an alternative assignment for these points
 - 4.23.19 in class
- Present your paper– 1.5 points of final grade
 - During our final exam block 4.30.19
- Turn in a final paper – 21 points of final grade
 - The paper should be 6-7 pages double-spaced, not including a title page and references section.
 - Due by the beginning our final exam period, Tuesday, 4.30.19 4:00pm

Ackland Art Museum Reflection Paper

You will have an opportunity to write an optional extra credit reflection paper on the painting “Crazy Quilt” that we will be discussing and visiting on our trip to the Ackland Art Museum. This paper should be two pages double spaced. I will distribute the paper prompt after our trip to the museum and it is due on 2.19.19. This assignment is worth up to ½ of an extra credit point on your final grade.

Notes on All Papers

Please submit each paper by the date and time due in your personal drop box on the Sakai site. To access: Sakai > your section site > Drop Box > [drop box labeled with your name] > Actions > Upload Files > Choose file > Continue and submit.

- You will be able to see if your file has successfully uploaded. If you can see it in your personal drop box, I can see it but your classmates cannot.
- The submission time will be timestamped. Late assignments will receive half of a letter grade penalty for each day they are late.
- I will submit graded papers in your personal drop box.

Each written assignment should be typed in Times New Roman, 12-point font, double-spaced with one-inch margins. Use whichever (legitimate) citation style you’d like, but keep it consistent throughout a paper. For information on citation styles, see <http://guides.lib.unc.edu/citing-information/home>. I encourage you to bring your work to the Writing Center, whose website is <http://writingcenter.unc.edu/>.

Participation/Attendance

This course fulfills the Communication Intensive course requirement, and as such it requires your engagement and participation in each class meeting. Participation is earned by speaking up respectfully in class and by demonstrating your preparation for each session. If you are comfortable speaking up in class, please help others participate by engaging in dialogue and being mindful about letting others speak. If you are uncomfortable speaking up in class, please consider this section an opportunity to grow and push yourself to contribute to the discussion – and come chat with me in office hours if you are having trouble participating. I implement active learning strategies because education research has found that active learning is much more conducive to student learning than lecture is, so you should expect to be engaging in discussion and/or activities in every class meeting.

- Halfway through the semester, I will ask you for a verbal self-evaluation of your class participation. Next, I will post a temporary midterm participation grade on Sakai. That will be a placeholder that will be replaced with your final participation grade at the end of the semester.

Your participation grade will rely on both subjective and objective measures. Objective measures include attendance, timeliness, and possession of readings. Subjective measures include my evaluation of your activity in the classroom, including:

- asking questions and making observations which demonstrate that the reading assignments have been completed
- asking questions and making observations which demonstrate that you are listening to others
- accurately and concisely summarizing others’ arguments
- charitably evaluating the strengths and weaknesses in others’ arguments
- recognizing one’s own assumptions and biases
- making positive contributions to help move the conversation forward

- thoughtfully responding to the ideas offered by your classmates, the authors we read, and/or me.

The environment of this course will be informed by principles of feminist pedagogy:

- the recognition that knowledge is constructed collectively, meaning
- the valuing of community and collaboration and
- the acknowledgment of individual experiences within that community, which requires
- the ability for us to recognize and challenge power dynamics within our classroom.
- Lived experiences can help illuminate our subject at hand, but anecdotes do not equal universal trends or truth.
- If a point brought up by a fellow classmate challenges you, I urge you to:
 - always assume good rather than malicious intent and
 - ask yourself what it means for our society or world that an idea that seems to anathema to you is true to another person.
- If you feel discomfort about an idea presented by our readings or a classmate, I encourage you to lean into that feeling. Discomfort can be an important part of the learning process. You might reflect on why a particular topic is creating discomfort and use your insights from that reflection to deepen your learning.

Attendance is mandatory and will be taken every meeting on Sakai.

- Except for a legitimate excuse caused by a personal, medical, or family emergency (for which I reserve the right to ask for documentation), your participation grade will be lowered by 15 points (out of 100) for each unexcused absence (after the second unexcused absence) at the end of the semester. Please arrive a few minutes early so that you are ready to participate fully in class on time. I reserve the right to count latecomers as absent.

I expect civil discourse and mutual respect for all participants in this course. This is a class about big ideas and political thought, which are sometimes contentious. We will not always agree on the topics we are discussing. Please assume that your classmates have good intent when you are engaging in discussion. We will aim to be able to make sound arguments for our judgments that are backed up with evidence. That evidence may include empirical phenomena, passages from the course texts, and lived experience.

Extra Credit Glossary

I will distribute a glossary worksheet at the beginning of the semester. Throughout the semester, I will ask you to pull it out and add definitions and relevant authors to it (and perhaps to add new terms that I left out). You will have the opportunity to turn your completed glossary in on our last class meeting before the final exam for an extra credit point on your final grade. These definitions should be what we discussed in our class, not definitions you Googled; you will not earn extra credit if you attempt to throw a glossary together all at once at the end of the semester. This is meant to be a reference guide to aid you in your understanding of the major themes of our class and how different authors address them. Completed and correct glossaries are worth up to 1/2 of a point extra on your final grade.

Reading Quizzes

Five times a semester, I will administer a short quiz at the beginning of class to check reading comprehension and completion. If you have done that day's reading, you should be able to ace these quizzes; they won't be trick questions or gotchas. Quizzes will be 2-3 questions long and questions will be multiple choice, fill in the blank, and/or true/false. If you miss a reading quiz for an excused

absence, you will receive a grade equal to the average of all of the rest of your reading quizzes (calculated after the final reading quiz). If you miss a reading quiz for an unexcused absence, you will receive a zero.

Grading

Any late assignment will have a reduction of one grade level (ex. an A- becomes a B-) for that assignment. *Any incomplete paper will mean failure of the course.*

Grade Definitions and Grading Scale

- A = mastery, highest level of attainment, outstanding promise
 - A = 93-100
 - A- = 90-92.99
- B = strong attainment, solid promise
 - B+ = 87-98.99
 - B = 83-86.99
 - B- = 80-82.99
- C = acceptable, adequate level of attainment, reasonable promise
 - C+ = 77-79.99
 - C = 73- 76.99
 - C- = 70-72.99
- D = marginal performance, minimal passing level of attainment
 - D+ = 67-69.99
 - D = 63-66.99
- F = unacceptable performance, demonstrates almost no understanding
 - F = 0-59.99
- These grade definitions come from UNC's policy (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>)

Grade Composition

- Response paper 1 10%
- Response paper 2 15%
- Discussion questions 1 5%
- Discussion questions 2 5%
- Pop feminism paper 15%
- Final paper (including outline, rough draft, peer evaluation, final draft, and presentation) 30%
- Participation (with deductions for attendance) 15%
- Reading quizzes 5%
- Extra credit Ackland Art Museum reflection up to +0.52%
- Extra credit completed and correct glossary +0.5%

Technology

- *Laptops* will not be needed for this class, and I ask that you put them away. Studies show both that laptops and electronics detract from learning and participation and that the brain

processes handwritten notes more easily (see <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?module=inline>).

- You should read printed versions of our readings and bring printed versions to class. You may want to print all our semester's readings at once so that you aren't stuck with last-minute printer problems. This might mean you will need to re-load money onto your UNC account to print more than the \$40 that is allotted to you by the university each semester. This is still less of an expense than buying books for this class. To add value: <https://onecard.unc.edu/card-management/adding-value/>. If you really do not want to print readings, you should consider buying a cheap tablet (\$50 tablets are available for sale online) – see below.
- *Tablets and e-readers* will be allowed in class for reading PDFs of class readings, but not for answering emails or using the internet. Otherwise, please bring readings to class printed out.
- *Cell phones* should be silenced and out of reach until you use them to answer non-graded exit tickets through PollEverywhere.
 - You can use text messages, a webpage, or the PollEverywhere app to answer exit tickets.

Communication

I am reachable at lbritt@unc.edu. I am generally responsive to email, but am slower on weekends. If you have a longer question or many different questions, please visit my office hours or email me to meet outside of them. I enjoy talking about political theory, so visit me if you have questions about the materials or an assignment, or if you have questions about your experience here at UNC. I may not be able to answer last-minute questions about papers, so take this as an incentive to write well in advance of due dates!

Honor Code

All of your work in this class must comply with the UNC Honor Code, which can be accessed at <http://honor.unc.edu>. It is each student's responsibility to understand the Honor Code and how it applies to this course. *I will immediately report any suspected cases of plagiarism or other academic dishonesty to the honor court, and the grade penalty I recommend will be an F for the course.* Two specific things to note are 1) when you quote or paraphrase someone else's specific idea you must include a page number citation and 2) that when you use someone else's words you should always use quotation marks – even in your own notetaking.

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. [See the ARS Website for contact information: accessibility.unc.edu](http://accessibility.unc.edu). Relevant policy

documents as they relation to registration and accommodations determinations and the student registration form are available on the website.

Resources

I acknowledge that certain barriers may arise that hamper your ability to fulfill the expectations of our course. Below are some resources that you should know about in case you need to make use of them:

- If you or someone you know are sexually assaulted: <https://safe.unc.edu/> and <https://campushealth.unc.edu/urgent-needs/sexual-assault-response/options-services-sexual-assault-survivors> and <http://ocrcc.org/> and <https://eoc.unc.edu/what-we-do/address-misconduct/resources-and-support/>
 - If you are sexually harassed or otherwise treated inequitably at UNC: <https://safe.unc.edu/> and <https://eoc.unc.edu/what-we-do/address-misconduct/resources-and-support/>
 - If you feel your needs are not being met by other campus resources or need to report an employee or branch of the university for misconduct, the University Ombuds is a watchdog and catch-all that might be able to help you: <https://ombuds.unc.edu/>
 - If you want help looking over a lease, dealing with a sketchy landlord, or navigating other minor legal issues, UNC students have a team of lawyers that provides free legal assistance: <http://studentlegalservices.web.unc.edu/>
 - If you will be missing a lot of classes and need a note excusing your absences for a university-approved reason: <https://odos.unc.edu/>
 - If you need treatment for mental health: <https://caps.unc.edu/>
 - If you need treatment for physical health: <https://campushealth.unc.edu/>
 - If you're looking for help on your papers: <http://writingcenter.unc.edu/>
 - If you're looking for help managing time or planning effective study strategies: <https://learningcenter.unc.edu/tips-and-tools/>
-

Reading

All readings are available on Sakai under “Resources.” I expect you to come to class with the printed reading, having read and processed the materials marked under that day in the schedule. This should involve writing major arguments by the author and questions you have about the reading in the margins. You may want to put any comments/questions/critiques of your own in [brackets] so you know it's your comment and not the author's.

Reading is like shopping: you're not wandering aimlessly through the text; you've got a shopping list, a specific set of questions to answer and themes to note. Read my notes and questions corresponding to each section of the syllabus before you start in order to read more purposefully. After you're done reading, you should be able to summarize the reading to your roommate in plain English. You should also be able to answer the following questions:²

² Kirk, Gwyn and Margo Okazawa-Rey, eds. *Women's Lives: Multicultural Perspectives*. 2nd Edition Mountain View, CA: Mayfield Publishing Company, 2001.

1. What does the theory aim to explain?
 2. How does it do this? What are the basic arguments and assumptions?
 3. What does the theory focus on? What does it ignore?
 4. What is the cultural and historical context giving rise to the theory?
 5. Do you find this perspective useful? If so, why?
 6. Are you convinced by the arguments? Why or why not?
 7. What kinds of research questions does this perspective generate?
 8. What kinds of actions and projects follow from this perspective?
-

Schedule

I reserve the right to make changes to the syllabus, including project due dates and test dates. These changes, if they happen, will be announced as early as possible.

I. Introduction to History, Approaches, and Topics in Feminist Political Thought

The goal of this section is to give you both a wide, incomplete overview of major issues and debates in feminist political thought and to give you thematic frameworks through which you may view the rest of the semester's issues and debates. Although our theorists' different approaches vary significantly, they all agree that our politics and society are structured by power imbalance, dominance, oppression, privilege, and resistance.

1. Thursday, 1.10.19 – Syllabus Day: Syllabus, Course Expectations, and a “Practice” Reading

- Gunnarsson, Lena. “Loving Him for Who He Is: The Microsociology of Power.” In *Love: A Question for Feminism in the Twenty First Century*, edited By A.G. Jónasdóttir and A. Ferguson, 97-110. London: Routledge, 2014.

2. Tuesday, 1.15.19 – Brief, Incomplete History of Feminist Thought

What are the major schools of thought or approaches within feminist political thought? What is the relationship between the history of feminist activism and feminist scholarship/theory?

- McCann, Carole R. and Seung-kyung Kim. Introduction to *Feminist Theory Reader: Local and Global Perspectives*, 2nd Edition, edited by Carole R. McCann and Seung-kyung Kim, 13-25. New York: Routledge, 2010.
- Fudge, Rachel. “Everything You Always Wanted to Know About Feminism but Were Afraid to Ask.” *Bitch Magazine* no. 31 (2006): 58-67.
- Covington, Elle. “On Women’s Equality Day, A Very Brief Timeline of Feminist History in America.” *Bustle*. August 26, 2015. <https://www.bustle.com/articles/106524-on-womens-equality-day-a-very-brief-timeline-of-feminist-history-in-america>. 12 pages.
- Optional: Stanford Encyclopedia of Philosophy. “Feminist Political Philosophy.” Last modified 2018. <https://plato.stanford.edu/entries/feminism-political>. 15 pages.

3. Thursday, 1.17.19 – Introduction to our Questions

What is *feminism*? Is the point of feminism to liberate (women, all people), to equalize? To uproot structures of oppression? To change behavior or a whole society? What is *theory* and what is the importance of its accessibility? What is *politics*?

- Optional: Stanford Encyclopedia of Philosophy. “Feminist Philosophy.” Last modified 2018. <https://plato.stanford.edu/entries/feminist-philosophy/>. 11 pages.
- hooks, bell. “Theory as Libratory Practice.” *Yale Journal of Law & Feminism* 4, no. 1 (1991): 1-12.
- Young, Iris Marion. “Five Faces of Oppression.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 3-16. Oxford: Oxford University Press, 2005.
- Narayan, Uma. “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist (1989).” In *Feminist Theory Reader: Local and Global Perspectives*, 2nd Edition, edited by Carole McCann and Seung-kyung Kim, 332-340. New York: Routledge, 2010.

4. Tuesday, 1.22.19 – First Wave Feminism: Equality/Humanist/Sameness Feminism

What are the political goals of these early feminists? What kinds of claims do they make to argue that these are worthy goals? Are these claims still valid today? How do these texts advance or critique liberalism?

- Stanton, Elizabeth Cady. “Declaration of Sentiments and Resolutions.” 1848. 5 pages.
- Truth, Sojourner. “Ain’t I A Woman? (1851).” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 113. Oxford: Oxford University Press, 2005.
- Luxembourg, Rosa. “Women’s Suffrage and Class Struggle.” 1912. 5 pages.
- Goldman, Emma. “Women Suffrage.” 1911. 10 pages.

5. Thursday, 1.24.19 – Second Wave Feminism: De Beauvoir and Friedan

How do the thinkers below view what it means to be a woman? What critiques are de Beauvoir and Friedan making of society? How are these thinkers’ political goals and theoretical claims different from/similar to the earlier feminists?

- De Beauvoir, Simone. “Conclusion.” In *The Second Sex*, translated and edited by H.M. Parshley, 716-732. New York, Random House, 1989. Originally published 1949.
 - Optional: John Gerassi’s Interview with Simone de Beauvoir, “The Second Sex 25 Years Later.” *Society*, Jan-Feb 1976. <https://www.marxists.org/reference/subject/ethics/de-beauvoir/1976/interview.htm>.
- Friedan, Betty. “The Crisis in Woman’s Identity.” In *The Feminist Mystique*, 123-136. New York: W.W. Norton and Co., 1997. Originally published 1963.

6. Tuesday, 1.29.19 – Women’s Experience and Knowledge I: Feminist Epistemology

Can there be such a thing as a feminist epistemology (theory of knowing)? What is the relationship between women’s experience and feminist knowing? Can lived experience or standpoint generate a type of knowing that is equal to/privileged over knowledge that doesn’t come from experience? What’s the relationship between experience and theory?

- MacKinnon, Catharine “Consciousness-Raising.” In *Toward a Feminist Theory of the State*, 81-105. Cambridge, MA: Harvard University Press, 1989. Can skim or skip pages 100-105.
 - Optional: “Sexuality,” 127-130.
- Sarachild, Kathie. “A Program for Feminist ‘Consciousness-Raising.’” *Notes from the Second Year: Women’s Liberation – Major Writings of the Radical Feminists*, edited by Shulamith Firestone and Anne Koedt, 78-80. New York: self-published, 1970.
- Lugones, Maria C. and Elizabeth V. Spelman. “Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for ‘the Woman’s Voice.’” In *Hypatia Reborn:*

Essays in Feminist Philosophy, edited by Azizah Al-Hibri and Margaret Simmons, 18-33.
Bloomington: Indiana University Press, 1990.

7. Thursday, 1.31.19 – Women’s Experience and Knowledge II: Standpoint Theories, Womanism
What are the major claims made by the black feminist “womanist” critique of previous theories? Are the womanists forwarding a feminist epistemology? What critique are they mounting of the earlier first- and second-wave theorists?

- Collins, Patricia Hill. “Distinguishing Features of Black Feminist Thought.” In *Black Feminist Thought*, Second Edition, 24-48. New York: Routledge, 2000. Originally published 1990.
- Lorde, Audre. “The Master’s Tools Will Never Dismantle the Master’s House” and “The Transformation of Silence into Language and Action.” In *Sister Outsider: Essays and Speeches*, 110-113 and 40-44. New York: Crossing Press, 2007. Originally published 1984.

8. Tuesday, 2.5.19 – Women’s Experience and Knowledge III: Standpoint Theories
What does Anzaldúa’s writing style/genre-bending mean for her epistemology and for her theory? What special contributions does Anzaldúa argue that mestiza consciousness brings? What is the theory of identity Anzaldúa posits or assumes?

- Anzaldúa, Gloria. “*La conciencia de la mestiza / Toward a New Consciousness.*” In *Borderland/La Frontera: The New Mestiza*, 25th Anniversary Fourth Edition, 77-91. San Francisco: Aunt Lute Books, 2012. Originally published 1987.

9. Thursday, 2.7.19 – Intersectionality and Ackland Art Museum Visit

What is Crenshaw’s critique of previous theories of feminism? Of Black liberation politics? What is her proposed solution for thinking about identity? What do these insights mean for theory and for politics? What can we learn from and observe about gender, race, and the American South in Lauren E. Adams’ “Crazy Quilt”? What is the role of art in theorizing and/or doing feminism?

- Crenshaw, Kimberlé. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” *University of Chicago Legal Forum* 1989, no. 1: 139-168.
- Please complete and bring to class the Crenshaw Worksheet posted on Sakai under “Resources.”

10. Tuesday, 2.12.19 – Bridge-Building, World-Travelling, and Solidarity

What does Lugones suggest playful world-travelling can *do* politically and socially? What are the *This Bridge Called my Back* writers’ objections to the burdens for women of color that world-traveling might entail? What are the possibilities for feminist solidarity across different identities?

- Excerpts from *This Bridge Called My Back: Writings By Radical Women of Color*, 2nd Edition, edited by Cherríe Moraga and Gloria Anzaldúa. New York: Kitchen Table: Women of Color Press, 1983. Originally published 1981.
 - Moraga, Cherríe. “Preface,” xiii-xix.
 - Rushin, Donna Kate. “The Bridge Poem,” xxi-xxii.
 - Moraga, Cherríe and Gloria Anzaldúa. “And When You Leave, Take Your Pictures With You,” 61-62.
 - Carrillo, Jo. “And When You Leave, Take Your Pictures with You,” 63-64.
 - Yamada, Mitsuye. “Asian Pacific American Women and Feminism,” 71-75.

- Lugones, Maria. “Playfulness, ‘World’-Traveling, and Loving Perception.” In *Making Face, Making Soul/Haciendo Caras*, edited by Gloria Anzaldúa, 390-402. San Francisco: Aunt Lute Foundation Books, 1990.
- Paper prompt for Ackland extra credit paper distributed

11. Thursday, 2.14.19 – The Rejection of Essentialism

What does Spelman mean when she argues against treating identities like tootsie rolls or pop beads (if you don’t remember what pop beads are, Google image search them)? How is Spelman’s theory different from the other intersectional theories we’ve read? What is essentialism? What are her critiques of previous theories she sees as essentialist? Go back through the syllabus thus far and list all the readings you think Spelman would see as essentialist.

- Spelman, Elizabeth. “Woman: The One and the Many.” In *Inessential Woman*, 133-159. Boston: Beacon Press, 1988.
 - You can skip section III (153-158)

II. Sexuality and Gender

In this section, we will engage with theories that define and challenge the politics of identity, gender, and sexuality.

12. Tuesday, 2.19.19 – Masculinity

What is masculinity? Is it natural? Socially constructed? Is it an identity? What would an essentialist theory of masculinity look like? What is Connell’s main critique, and is she, as a transsexual woman, specially positioned to comment on masculinity? What are Sedgwick’s four claims about masculinity? What are the political implications of masculinity? Is it better to rethink masculinity to be less oppressive or to ditch the idea of masculinity altogether?

- Connell, Raewyn. “The Social Organization of Masculinity (2005).” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 232-242. Oxford: Oxford University Press, 2005.
- Sedgwick, Eve Kosofsky. “Gosh, Boy George, You Must Be Awfully Secure in Your Masculinity!” In *Constructing Masculinity*, edited by Maurice Berger, Brian Wallis, and Simon Watson, 11-20. New York: Routledge, 1995.
- Optional Ackland reflection paper due at beginning of class.

13. Thursday, 2.21.19 – Sex and Sexuality

Can bodies be the sites of both oppression and agency/resistance to oppression? What is Irigaray’s challenge to Freudian visions of sexuality? How do Irigaray and Vance understand sexuality? What is the political significance of sexuality, sexual pleasure, and bodies? Are these theories subject to critiques of essentialism?

- Irigaray, Luce. “This Sex Which Is Not One.” In *This Sex Which is Not One*, translated by Catherine Porter, 23-33. Ithaca, NY: Cornell University Press, 1985. Originally published 1977.
- Vance, Carole S. “Pleasure and Danger: Toward a Politics of Sexuality.” In *Pleasure and Danger: Toward a Politics of Sexuality*, edited by Carole S. Vance, 1-27. Boston: Routledge & Kegan Paul, 1984.
 - Can skip or skim pages 16-20.
- In class, collect participation self-evaluation for midterm participation grade

14. Tuesday, 2.26.19 – Making Gender Trouble

What is Butler's project? What theories is she critiquing, and what does her alternative theory say? What is Butler's theoretical method? How does she think gender is currently construed and how does she think we should construe it instead? What does gender performativity mean? How does Butler challenge all the other ways we've been thinking about gender thus far in the semester?

- Butler, Judith. "Preface (1999)," in *Gender Trouble*, Tenth Anniversary Edition, vii-xxvi, New York: Routledge, 2014. Originally published 1990.
 - This is a short but very dense reading. I will collect, for completion (toward your participation grade), your notes on this reading at the beginning of class. You can either write in the margins and bring a copy of your marked-up PDF to class or take notes on a separate page and bring a copy to class.
 - Optional: watch this summary before you start reading (3 min.): <https://www.youtube.com/watch?v=piF4YOiIYS0>
- Midterm class participation grades posted

15. Thursday, 2.28.19 – Biopolitics

What is biopolitics, and what does it mean for theory? What does Foucault mean by the "disciplinary gaze"? What historical changes is he noting? How does Bartky apply Foucault's theory to women? What is Bordo's "commercial plastic," and what problems does she argue it obscures? Is it possible for a society to have gender differences of masculine and feminine without hierarchy?

- Bartky, Sandra Lee. "Foucault, Femininity and the Modernization of Patriarchal Power." In *The Politics of Women's Bodies*, 25-45. Oxford: Oxford University Press, 1998.
 - Optional: Foucault, Michel. "The Means of Correct Training." In *Discipline and Punish: The Birth of the Prison*, translated by Alan Sheridan, 170-177. New York: Random House Books, 1995. Originally published 1975.
- Bordo, Susan. "Material Girl." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 385-403. Oxford: Oxford University Press, 2005. Excerpt originally published 1993.

16. Tuesday, 3.5.19 – Queer Feminism

How do questions of queer politics intersect with feminist ideas? What is compulsory heterosexuality and what does Rich say its effects are? What does this mean for politics? To what theoretical and political needs are queer theorists responding? What is Park's response to straight or normative ideas of the family? Do you agree? What is Park's response to queer theorists and activists? Do you agree?

- "The Woman-Identified Woman: By the Radicalesbians." Pamphlet. Duke University Libraries Repository. Accessed May 6, 2019. Originally published 1970. <https://repository.duke.edu/dc/wlmpe/wlmms01011>.
- Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." In *Feminism and Sexuality*, 130-141. Ithaca: Columbia University Press, 1996. Originally published 1987.
- Park, Shelley M. Introduction to *Mothering Queerly, Queering Motherhood*, 1-21. Albany: SUNY Press, 2013.
- Start thinking of a final paper topic; remember that you are required to run the topic by me before you turn in your outline

17. Thursday, 3.7.19 – Transgender Politics

What would a liberatory trans and gender-nonconforming politics look like? What's the relationship between trans and drag? What are the possibilities for alliance or intersection between feminist and trans politics and theory? What do the claims made by trans theory mean for our conceptions of gender and identity? Should we eradicate compulsory gender identification in public spaces? What does intersectional trans theory imply?

- Oliveira, D.A. et al. June 1977. "Published Letter." Originally published in *Sister*. <http://eminism.org/michigan/1977-lettertooliviarecords.pdf>. 1 page.
- Severns, Tamara and Lesbians for Justice. "An Open Letter to the Organizers of the Michigan Womyn's Festival." *Trans.Sisters* issue 2 (1993): 6-7. Originally published 1992. https://archive.org/details/transsistersjour00unse_0/page/6.
- Bornstein, Kate. "Send in the Clowns." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 382-384. Oxford: Oxford University Press, 2005.
- Fogg Davis, Heath. "Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique." *Perspectives* 12, no. 1 (2014): 45-60.

—Spring Break—

III. Feminism in Politics/Feminism in Practice

The goal of this section of the course is to analyze the issues that arise when we combine the claims of feminists with the politics of a liberal democracy such as the United States or with the politics of societies that are less liberal/less democratic than the United States.

18. Tuesday, 3.19.19 – Democratic Feminism and Feminist Citizenship

What is democracy? Is feminism part of democracy? What responsibilities do feminist theory and practice have toward furthering democracy? What are the politics of recognition and the politics of redistribution? What would a feminist conception of citizenship look like?

- Fraser, Nancy. "Multiculturalism, Antiessentialism, and Radical Democracy." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 59-69. Oxford: Oxford University Press, 2005. Excerpt originally published 1997.
- Dietz, Mary. "Context is All: Feminism and Theories of Citizenship." *Daedalus* 116, no. 4 (1987): 1-24.

19. Thursday, 3.21.19 – Political Representation

What is political representation, and what type of representation do we want (descriptive, substantive, etc.)? Do we need equal representation for women? If so, should what are the best justifications for equal representation? And should we have quotas to secure equal representation? What is the shift in framing Murray proposes, and do we agree with it?

- "Women in Politics: 2019," Inter-Parliamentary Union. From <https://www.ipu.org/resources/publications/infographics/2019-03/women-in-politics-2019>. Scroll through the map to find the U.S. and your favorite countries' rankings and representation percentages.
- Phillips, Anne. "Quotas for Women." In *The Politics of Presence*, 57-83. Oxford: Oxford University Press, 1995.
- Murray, Rainbow. "Quotas for Men." *American Political Science Review* 108, no. 3 (2014): 520-532.

20. Tuesday, 3.26.19 – Work and the Gendered Division of Labor

What are the implications for politics of our basic social institutions and personal choices? How do concepts of work and the family play out in women's lives and in social inequalities or relations of domination? What are Marçal's critiques of liberal economic theories? What do you think feminist theories of work and the family should look like?

- Marçal, Katrine. Chapters One, Three, and Sixteen. In *Who Cooked Adam Smith's Dinner? A Story of Women and Economics*, 7-17, 29-41, and 179-189. New York: Pegasus Books, 2016. Originally published 2015.
- Final paper outline due

21. Thursday, 3.28.19 – Reproductive Politics, Reproductive Justice

What are, and what should be, the rights of women to control their bodies and their reproduction? What does Mills say the effects of ultrasounds are on women's reproductive decisions? Is "rights" the right framework for this question, or is another framework, like "autonomy," better? Who is marginalized by practices thought by some to be liberatory? Do we need a more intersectional idea of reproductive justice, and if so, how?

- Roberts, Dorothy. "Introduction." In *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, 3-21. New York: Pantheon Books, 1997.
- Mills, Catherine. "Ultrasound, Embodiment and Abortion." In *Futures of Reproduction: Bioethics and Biopolitics*, Volume 49, *International Library of Ethics, Law, and the New Medicine*, edited by David N. Weisstub, 101-121. Dordrecht, Netherlands: Springer, 2011.
 - Skip section 6.3, from halfway through p. 110 through the top of p. 115.

22. Tuesday, 4.2.19 – Porn, Violence, and Free Speech

(How) are our identities shaped by social relations of domination and oppression? How does MacKinnon think porn affects women? And should pornography's exposure to the public be limited because of these concerns? What is Dworkin's liberal response to that suggestion? What do you think about porn and feminism in the Internet age?

- McKinnon, Catherine. "From Pornography, Civil Rights, and Speech." In *Doing Ethics*, edited by Lewis Vaughn, 299-311. New York: W.W. Norton & Co., 2007. Excerpt originally published 1985.
- Dworkin, Ronald. "Women and Pornography." *The New York Review of Books*. October 1, 1993. <http://www.nybooks.com/articles/1993/10/21/women-and-pornography>. 8 pages.
- Schmitz, Matthew. "The case for banning pornography." *The Washington Post*. May 24, 2016. https://www.washingtonpost.com/news/in-theory/wp/2016/05/24/the-case-for-banning-pornography/?utm_term=.9463644a429c. 2 pages.

23. Thursday, 4.4.19 – Feminism in Non-Liberal Contexts/Transnational Feminism I

How should feminists theorize power relations and politics internationally and in contexts shaped by colonial histories of power imbalances? Is an anti-imperialist coalition of transnational feminism possible, and if so, what would it look like? What is the substantive critique and what is the methodological critique that transnational feminism makes of other strains of feminist thought? How does Mahmood challenge and reformulate liberal conceptions of freedom and agency by examining the Islamist pietism movement in Egypt?

- Narayan, Uma. “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture’: Thinking About Dowry-Murders in India and Domestic-Violence Murders in the United States.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 62-77. Oxford: Oxford University Press, 2005. Excerpt originally published 1997.
- Mahmood, Saba. “The Subject of Freedom.” In *Feminist Theory: A Reader*, ed. Wendy Kolmar and Frances Bartkowski. Fourth Edition. 2013, 533-542. Originally published in *Politics of Piety: the Islamic Revival and the Feminist Subject*, Princeton: Princeton University Press, 2005.

24. Tuesday, 4.9.19 – Feminism in Non-Liberal Contexts/Transnational Feminism II

What is Nussbaum’s concept of what makes a human? What does humanism mean for feminism? What capabilities does Nussbaum think we need to secure for all people? Are these valid criteria/can we have such criteria? Can and should feminists from the Global North “judge” practices in the Global South?

- Nussbaum, Martha C. “Human Capabilities, Capable Human Beings.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 124-139. Oxford: Oxford University Press, 2005. Excerpt originally published 1995.
- Zerilli, Linda M. G. “Toward a Feminist Theory of Judgment,” *Signs* 34, no. 2 (2009): 295-317. Can skim or skip pages 313-316.

25. Thursday, 4.11.19 – Choice Feminism

What is “choice feminism”? What role should individual choice play in feminist theory and practice? What are the strongest arguments for and against choice feminism? Can feminists adhere to patriarchal roles and still be feminists? How does choice feminism apply to transnational feminism and/or feminist discussions of porn?

- Symposium on “Women’s Choices and the Future of Feminism,” *Perspectives on Politics* 8, no. 1 (2010): 241-278:
 - Kirkpatrick, Jennet. “Introduction”
 - Ferguson, Michael L. “Choice Feminism and the Fear of Politics”
 - Snyder-Hall, R. Claire. “Third Wave Feminism and the Defense of ‘Choice’”
 - Hirschmann, Nancy J. “Choosing Betrayal”

26. Tuesday, 4.16.19 — Sexual Assault and Consent

What kinds of theories do we want around consent and sexual assault? What work are ideas of agency and social structure doing in these conversations? How can we evaluate standards like “enthusiastic consent”? How do we know what kinds of flirtation are acceptable in the workplace?

- “SB-967 Student safety- sexual assault.” California Legislative Information. September 28, 2014.
https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201320140SB967. 3 pages.
- Marcus, Sharon. “Fighting Bodies, Fighting Words: A Theory and Politics of Rape Prevention.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 368-381. Oxford: Oxford University Press, 2005. Excerpt originally published 1992.
- Please read:
 - EITHER

- Srinivasan, Amia. "The Right to Sex." *London Review of Books* March 22, 2018. <https://www.lrb.co.uk/v40/n06/amia-srinivasan/does-anyone-have-the-right-to-sex>. 11 pages.
- OR
 - Benedikt, Allison. "The Upside of Office Flirtation? I'm Living It." *Slate*. December 5, 2017. http://www.slate.com/articles/double_x/doublex/2017/12/where_is_the_line_between_office_flirtation_and_sexual_harassment.html. 3 pages.
 - AND
 - Livingstone, Josephine. "So You Married Your Flirty Boss." *The New Republic*. December 7, 2017. <https://newrepublic.com/article/146145/married-flirty-boss>. 5 pages.

—No class 4.18—

27. Tuesday, 4.23.19 – Peer Reviewing Day

- We will spend class workshopping final papers in class. Bring in two hard copies of a fully written rough draft.

28. Thursday, 4.25.19 – Ecofeminism

What is ecofeminism? Do feminists have a special role to play in preserving the environment? Does ecofeminism avoid the critiques of essentialism we read earlier in the semester? How can ecofeminism avoid masculinist binaries like nature/civilization and emotion/reason? What role can feminist theory play in creating a political imaginary or a political utopia?

- Plumwood, Val. "Feminism and Ecofeminism." In *Feminism and the Mastery of Nature*, 19-40. New York: Routledge, 2003. Originally published 1993.
- Extra credit glossary due at beginning of class

29. Tuesday, 4.30.19 4:00pm-7:00-pm – Exam Period: Final Paper Presentations

POLI 100: Introduction to Government in the United States

Lucy Britt

lcbritt@unc.edu

Class Meetings: Tuesday/Thursday 3:30-4:45, Phillips Hall 265

Office Hours: Tuesdays 1-3, Wednesdays 9-10, and by appointment, 303 Hamilton Hall

In order to fully understand our complicated and contentious political climate and events, it is necessary to understand how the American political system works. We will work toward that understanding together by exploring the system from two angles: *institutions*, or the structure of the United States government; and *behavior*, or the actions and motivations of political actors, both politicians and the general public. We will discuss what problems the government and political system seek to solve and why they sometimes succeed and sometimes fail to solve those problems.

Learning objectives:

By the end of the semester, students should understand:

1. The major analytical and theoretical approaches that political scientists use to study government and politics in the United States
2. How the origins and evolution of the American political system have shaped the processes that make up our contemporary politics and government
3. Ways in which students can be active, lifelong participants in civic life and the political process by applying their knowledge to the world around them
4. Strategies for formulating and defending ideas through critical analysis of evidence and the communication of those ideas through speaking and writing

Required text:

Kollman, Ken. 2017. *The American Political System*. 3rd Edition. New York: W.W. Norton and Company.

- As of this summer, this book was available to buy used on Amazon or to rent as an eBook, both for \$40. If you buy an earlier edition of this book, you will have different page numbers and I cannot promise you the information will be the same, as the third edition is an update from the second. Also: make sure you're getting the Third Edition and not the Core Third Edition, which doesn't have all the chapters we'll be reading.
- If you choose to buy or rent an eBook, please have it out in class only on a tablet, not a phone or computer.

Course requirements:

- Two papers
 - Paper one: 5-6 pages long plus citations, students sign up for due dates, written in the first half of the semester, about political institutions
 - You should apply the topic you signed up to write about to a current event or recent (in the last 5 years) political issue, and to make an argument about the desirability of the American political system's current way of addressing that issue.
 - You will sign up for your own due date. For example, if you sign up for the lesson on federalism on September 4, you are signing up to write about federalism and turn your paper in on September 4. You may want to write about how states' refusal to expand Medicaid exemplifies a conflict within a

- federal system and make an argument critiquing federalism and explaining why you think a unified system of government would avoid problems such as state Medicare expansion.
- Paper two: 5-6 pages long plus citations, due November 30, about political behavior
 - The second paper will ask you to apply your knowledge about political behavior, public opinion, and campaigns and elections to a real election. The prompt will be distributed on November 13.
 - Further details about what I'm looking for in papers are available on Sakai>Resources>"Paper 1 Expectations" and, closer to the due date, "Paper 2 Expectations"
 - 12-point, Times New Roman, one-inch margins all around, double-spaced
 - Use whichever (legitimate) citation style you'd like, but keep it consistent throughout a paper. For information on citation styles, see <http://guides.lib.unc.edu/citing-information/home>. I encourage you to bring your work to the Writing Center, whose website is <http://writingcenter.unc.edu/>.
 - Please submit papers by the beginning of class on the date due in your personal drop box on the Sakai site. To access: Sakai > your section site > Drop Box > [drop box labeled with your name] > Actions > Upload Files > Choose file > Continue and submit.
 - You will be able to see if your file has successfully uploaded. If you can see it in your personal drop box, I can see it but your classmates cannot.
 - The submission time will be timestamped. Late assignments will receive half of a letter grade penalty for each day they are late.
 - I will submit graded papers in your personal drop box.
 - I will grade your paper on whether it fulfills the assignment (including the guidelines above and in the paper prompt), accurately represents and cites its sources, is clear about its point of view, and is stylistically and mechanically error-free.
- Discussion questions: two sets
 - On our second day of class, you will select your own due dates for discussion questions. You will be submitting discussion questions twice throughout the semester.
 - Each time you submit discussion questions, you should write *two* questions. These should be concise – one or two sentences each, not a whole paragraph
 - Complete discussion questions that meaningfully address the topic will be awarded full points
 - "Meaningfully" means not just asking for a definition of a glossary word or a basic fact, but rather engaging with a critical issue from the material covered. It could be a normative ("should") question asking your classmates' opinions on an issue or it could be an descriptive ("is") question, but if it is the latter it should engage deeply, not superficially, with an issue.
 - An example of a good normative question: "Do you think the federal government should restrict states' partisan gerrymandering?"
 - An example of a good descriptive question: "How is the rhetoric of the deserving and undeserving poor used in American politics?"
 - Please post discussion questions to the Sakai forum for your classmates to see: Sakai>Forums>General Discussion>Start a New Conversation. You should also bring them to class to help guide our discussion for that day.

- Discussion questions are due at noon. Questions turned in late will take points penalties; if turned in after the start of class, they will be awarded a zero.
- Reading quizzes
 - Five times a semester, I will administer a short quiz to check reading comprehension and completion. If you have done that day's reading, you should be able to ace these quizzes; they won't be trick questions or gotchas. Quizzes will be 2-3 questions long and questions will be multiple choice, fill in the blank, and true/false.
- Two exams: a midterm and a final. Exams will be comprised of multiple choice questions, short answers, and essay questions.
- Participation/attendance
 - This course requires your engagement and participation in each class meeting. Participation is earned by speaking up respectfully in class and by demonstrating your preparation for each session. If you are comfortable speaking up in class, please help others participate by engaging in dialogue and being mindful about letting others speak. If you are uncomfortable speaking up in class, please consider this section an opportunity to grow and push yourself to contribute to the discussion – and come chat with me in office hours if you are having trouble participating.
 - Halfway through the semester, I will ask you for a written self-evaluation of your class participation. Next, I will post a temporary midterm participation grade on Sakai. That will be a placeholder that will be replaced with your final participation grade at the end of the semester.
 - Your participation grade will rely on both subjective and objective measures. Objective measures include attendance, timeliness, and possession of readings. Subjective measures include my evaluation of your activity in the classroom, including:
 - asking questions and making observations which demonstrate that you have completed the reading assignments
 - asking questions and making observations which demonstrate that you are listening to others
 - charitably evaluating the strengths and weaknesses in others' arguments
 - recognizing one's own assumptions and biases
 - making positive contributions to help move the conversation forward
 - thoughtfully responding to the ideas offered by your classmates, the texts we read, and/or me
 - The environment of this course will be informed by principles of feminist pedagogy:
 - the recognition that knowledge is constructed collectively, meaning
 - the valuing of community and collaboration and
 - the acknowledgment of individual experiences within that community, which requires
 - us to recognize and challenge power dynamics within our classroom.
 - Lived experiences can help illuminate our subject at hand, but anecdotes do not equal universal trends or truth.
 - If a point brought up by a fellow classmate challenges you, I urge you to 1) always assume good rather than malicious intent and 2) ask yourself what it means for our society or world that an idea that seems to anathema to you is true to another person.

- If you feel discomfort about an idea presented by our readings or a classmate, I encourage you to lean into that feeling. Discomfort can be an important part of the learning process. You might reflect on why a particular topic is creating discomfort and use your insights from that reflection to deepen your learning.
- Attendance is mandatory and will be taken every meeting on Sakai. Except for a legitimate excuse caused by a personal, medical, or family emergency (for which I reserve the right to ask for documentation), your participation grade will be lowered by 10 points (out of 100) for each unexcused absence (after the first unexcused absence) at the end of the semester. This means if you miss class once for illness and have two unexcused absences, since the first unexcused absence is free, you will lose 1.5% of your final grade. Please arrive a few minutes early so that you are ready to participate fully in class on time. I reserve the right to count latecomers as absent.
- A note about expectations: this is a reading-intensive class that requires you to read lots of material, come prepared to class, and discuss the material in detail. You cannot coast by in this class and get an A, nor can you skip class (more than one unexcused absence) without a penalty.

Grading:

- Any late assignment will have a reduction of one grade level (ex. an A- becomes a B-) for that assignment. *Any incomplete paper or exam will mean failure of the course.*

I will be using the UNC grade definitions (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>) and the following grading scale:

| | | | |
|----|--------|----|-------|
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 60-66 |
| B- | 80-82 | F | 0-59 |
| C+ | 77-79 | | |

Grade Composition

- First paper 15%
- Second paper 20%
- Discussion questions one 5%
- Discussion questions two 5%
- Reading quizzes 5%
- Midterm exam 15%
- Final exam 20%
- Participation/attendance 15%

Reading

Most of our reading will be from the Kollman textbook, but I will also assign some extra readings throughout the semester. All non-textbook readings are available on Sakai under “Resources.” I expect you to come to class with the reading, having read and processed the materials marked under that day in the schedule. This should involve taking notes in the margins and/or highlighting/underlining important passages.

- Your options for bringing non-textbook readings to class are to print them out or to bring them digitally on a tablet (see the section on technology below). You may want to print all our semester’s readings at once so that you aren’t stuck with last-minute printer problems. To add value to your OneCard: <https://onecard.unc.edu/card-management/adding-value/>
- A note on note-taking, in class and while reading: you may want to put any comments/questions/critiques of your own in [brackets] so you know it’s your comment and not the author’s.

Reading is like grocery shopping: you’re not wandering aimlessly through the text; you’ve got a shopping list, a specific set of questions to answer and themes to note. Look through the motivating

questions and headers in the book chapters or the abstracts of articles before you start reading so you know what will be covered. After you're done reading, you should be able to summarize the reading to your roommate in plain English.

Technology

- *Laptops* will not be needed for this class, and I ask that you put them away. Studies show both that laptops and electronics detract from learning and participation and that the brain processes handwritten notes more easily.
- *Tablets and e-readers* will be allowed in class for reading PDFs of class readings and an eBook of the textbook, but not for answering emails or using the Internet.
- *Cell phones* should be silenced and out of reach for the entirety of class.

Honor Code

All of your work in this class must comply with the UNC Honor Code, which can be accessed at <http://honor.unc.edu>. It is each student's responsibility to understand the Honor Code and how it applies to this course. *I will immediately report any suspected cases of plagiarism or other academic dishonesty to the honor court, and the grade penalty I recommend will be an F for the course.* Two specific things to note are 1) when you quote or paraphrase someone else's specific idea you must include a page number citation and 2) that when you use someone else's words you should always use quotation marks – even in your own notetaking.

Communication

I am reachable at lbritt@unc.edu. I am generally responsive to email, but am slower on weekends and outside of the working day. If you have a longer question or many different questions, please visit my office hours or email me to meet outside of them. I enjoy talking about politics, so visit me if you have questions about the materials or an assignment. I may not be able to answer last-minute questions about papers, so take this as an incentive to write well in advance of due dates!

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. [See the ARS Website for contact information: accessibility.unc.edu](http://accessibility.unc.edu). Relevant policy documents as they relation to registration and accommodations determinations and the student registration form are available on the website.

Semester schedule:

1. Tuesday 8.21 - Introductions, Syllabus, Course Expectations
2. Thursday 8.23 – Introduction to our Concepts
 - Kollman Chapter 1
 - Matthews, Dylan. 2015. "Obama suggested making it illegal not to vote. Here's how that's worked in Australia," *Vox.com*. <https://www.vox.com/2014/11/11/7155285/australia-compulsory-voting-turnout-midterm>.

3. Tuesday 8.28 – Articles of Confederation, Constitution, Founding
 - Kollman Chapter 2, pp. 33-46
 - U.S. Constitution, U.S. Bill of Rights, in Kollman Appendix pp. A12-A34
4. Thursday 8.30 – Constitution and Founding
 - Kollman Chapter 2, pp. 46-68
 - Federalist 10, 51 in Kollman Appendix pp. A34-A43
5. Tuesday 9.4 – Federalism
 - Kollman Chapter 3, pp. 73-93, 96-99
 - Nelson, Libby. 2014. “Everything You Need to Know About the Common Core.” *Vox*. <https://www.vox.com/cards/commoncore/what-is-the-common-core>.
6. Thursday 9.6 – Congress I (Institutions)
 - Kollman Chapter 5, pp. 147-151, 165-196
 - Short simulation in class
7. Tuesday 9.11 – Congress II (Representation)
 - Kollman Chapter 5, pp. 151-165
 - Mayhew, David. “Congress.” In Ken Kollman, Ed., *Readings in American Politics: Analysis and Perspectives*. Third Edition. New York: W.W. Norton & Company, 2014. 155-167. Originally published in *Congress: The Electoral Connection* (New Haven, CT: Yale University Press, 1974).
8. Thursday 9.13 – class cancelled due to hurricane
9. Tuesday 9.18 – Presidency I (History and Institutions)
 - Kollman Chapter 6, pp. 199-218
 - Elving, Ron. 2017. “Trump Puts A Twist On The Meaning of ‘Bully Pulpit.’” *National Public Radio*. <https://www.npr.org/2017/07/04/535429508/trump-s-weekend-gives-twist-to-meaning-of-bully-pulpit>.
10. Thursday 9.20 – Presidency II (The Modern-Day Presidency)
 - Kollman Chapter 6, pp. 218-240
 - Graham, David A. 2018. “The Strangest Thing About Trump’s Approach to Presidential Power.” *The Atlantic*. <https://www.theatlantic.com/politics/archive/2018/06/the-strangest-thing-about-trumps-approach-to-presidential-power/562271/>.
11. Tuesday 9.25 – The Judiciary I (Federal Courts and SCOTUS)
 - Kollman Chapter 8, pp. 285-311
 - Federalist 78
 - Simulation roles for Tuesday distributed
12. Thursday 9.27 – The Judiciary II (SCOTUS)
 - Kollman Chapter 8, pp. 311-324
 - Prepare for in-class simulation by reading distributed materials

13. Tuesday 10.2 – Civil Rights and Liberties
 - Kollman Chapter 4
 - Listen to Manoush Zomorodi, “The Fourth Amendment Needs Your Attention,” *Note to Self* Podcast. <https://www.wnycstudios.org/story/fourth-amendment>. 23:59.

14. Thursday 10.4 – Bureaucracy, Exam Review
 - Kollman Chapter 7
 - Midterm exam review in class
 - Midterm participation self-evaluation and midterm course evaluation in class

15. Tuesday 10.9 – Midterm Exam
 - Midterm participation grades posted on Sakai

16. Thursday 10.11 – Public Opinion I (Surveying Public Opinion)
 - Kollman Chapter 9, pp. 329-341
 - Silver, Nate. 2018. “The Polls are All Right.” *FiveThirtyEight*. <https://fivethirtyeight.com/features/the-polls-are-all-right/>.

17. Tuesday 10.16 – Public Opinion II (Where Political Attitudes Come From)
 - Kollman Chapter 9, pp. 341-362, 364-370
 - Zaller, John and Stanley Feldman. 1992. “A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences.” *American Journal of Political Science* Vol. 36, No. 3: 579-616.
 - Read pages 579-589, 606 (“Summary”) -612

Thursday 10.18 Fall Break

18. Tuesday 10.23 – Political Participation
 - Kollman Chapter 10
 - Herron, Michael C. and Daniel A. Smith. 2018. “If more states start using Ohio’s system, how many voters will be purged?” *Monkey Cage*. https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/17/if-every-u-s-state-used-ohios-system-how-many-voters-would-be-purged/?utm_term=.33c185d09fa4.
 - Lind, Dara. 2014. “Facebook’s ‘I Voted’ sticker was a secret experiment on its users.” *Vox*. <https://www.vox.com/2014/11/4/7154641/midterm-elections-2014-voted-facebook-friends-vote-polls>.

19. Thursday 10.25 – Interest Groups and Social Movements
 - Kollman Chapter 11
 - Drutman, Lee. 2015. “What we get wrong about lobbying and corruption,” article from *The Monkey Cage*. https://www.washingtonpost.com/news/monkey-cage/wp/2015/04/16/what-we-get-wrong-about-lobbying-and-corruption/?utm_term=.eb407faefb5f.

20. Tuesday 10.30 – Political Parties

- Kollman Chapter 12, 447-482
21. Thursday 11.1 – Campaigns and Elections I
- Kollman Chapter 13, pp. 491-522
22. Tuesday 11.6 – class cancelled due to water outage
23. Thursday 11.8 – Campaigns and Elections II
- Kollman Chapter 13, pp. 522-531
 - Alberta, Tim. 2017. “Is the Electoral College Doomed?” *Politico*.
<https://www.politico.com/magazine/story/2017/09/05/electoral-college-national-popular-vote-compact-215541>.
24. Tuesday 11.13 – Media
- Kollman Chapter 14, pp. 537-567
 - Gladstone, Brooke. 2011. “Objectivity.” From *The Influencing Machine: Brooke Gladstone on the Media*. New York: W.W. Norton and Company. 96-111. Excerpt from
http://www.slate.com/articles/arts/culturebox/features/2011/the_influencing_machine/the_influencing_machine.html.
 - Second paper prompt distributed in class
25. Thursday 11.15 – Social Policy
- Kollman Chapter 16
 - Listen to Al Letson, “A Welfare check,” *Reveal* Podcast,
<https://www.revealnews.org/episodes/a-welfare-check/>. 53:57.
26. Tuesday 11.20 – Race and Politics
- Alexander, Michelle. 2010. “The New Jim Crow.” *The Nation*.
<https://www.thenation.com/article/new-jim-crow/>.
 - Bertrand, Marianne, and Sendhil Mullainathan. 2004. “Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination.” *The American Economic Review*. Vol. 94, No. 4: 991-1013.
 - Read pp. 991-998, 1006-1111 (“IV. Interpretation”)
 - Tesler, Michael. 2012. “The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race.” *American Journal of Political Science*. Vol. 56, No. 3: 690-704.
 - Please bring a computer, tablet, or smartphone to class today for an in-class independent Implicit Attitudes Test exercise
- Thursday 11.22 Thanksgiving Break
27. Tuesday 11.27 – Gender and Politics
- Murray, Rainbow. 2014. “Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All.” *American Political Science Review*. Vol. 108, No. 3: 520-532.

- Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum*. Vol. 1989, Issue 1: 139-167.
- Course evaluations in class

28. Thursday 11.29 – Foreign Policy

- Kollman Chapter 17
- North Korea nuclear threat simulation in class

Friday 11.30 - final paper due 11:59pm on Sakai drop box

29. Tuesday 12.4 exam review

Thursday 12.13 Final Exam 4:00-7:00pm, our classroom

Modern Political Thought
POLI 271
Spring 2017

Objectives

This course aims to enable you to:

- 1) understand the main concerns and concepts in modern political thought,
- 2) become a better critical and analytical thinker, speaker, and writer, and
- 3) be able to apply political theoretical thinking to issues and questions in the world around you.

To these ends, time spent in class will focus on delving deeper into the texts, focusing on close readings of specific passages, and on answering questions you may have in response to the week's lectures. My job is making sure that you understand the difficult texts we will be reading and helping you to apply the questions these texts raise to other texts, our contemporary political world, and issues you care about. In every class session, we will spend time interpreting the difficult readings and spend time analyzing them, applying them to contemporary politics, and critiquing them.

Requirements and Grading

- 10% of your overall course grade is earned through participation. The entirety of your participation grade is earned in recitation section, not lecture.
 - Half of this is attendance. Attendance is mandatory and will be taken every week on Sakai. Sakai will automatically drop one unexcused absence. After that, except for a legitimate excuse caused by a personal, medical, or family emergency (for which I reserve the right to ask for documentation), your participation grade will be lowered. Please arrive a few minutes early so that you are ready to participate fully in class on time. I reserve the right to count latecomers as absent.
 - The other half of this is participation. Participation can be earned by speaking up in class, answering questions by volunteering or when called upon, participating in small group or paired discussions, and turning in occasional in-class notes or worksheets. If you are comfortable speaking up in class, please help others participate by engaging in dialogue and being mindful about letting others speak. If you are uncomfortable speaking up in class, please consider this section an opportunity to grow and push yourself to contribute to the discussion. I will give you a midterm participation grade (which I will replace with your final grade at the end of the semester) to let you know how you are doing on participation halfway through the course.
 - I expect civil discourse and mutual respect for all participants in this course. This is a class about big ideas and political thought, which are sometimes contentious. Please assume that your classmates have good intent when you are engaging in discussion.
- 40% of your overall course grade is earned through two five double-spaced page papers, each worth 20% of your overall course grade.
 - Please email me each paper by the date and time due.
 - Papers should focus on answering the prompt using the resources of the text, your notes from lecture and recitation, and our discussions. You will not need to do any

outside research. They will be graded for both the quality of your critical analysis and technique. I will distribute grading rubrics along with the paper prompts.

- I strongly suggest reviewing drafts of papers with the UNC Writing Center (<http://writingcenter.unc.edu/>).
- 50% of your course grade is earned through three exams (dates below). They will consist of both multiple choice and short-answer questions.

Communication

I am reachable at lbritt@unc.edu. I am generally responsive to email, but am slower on weekends and do not check email during the times I am attending graduate classes myself. If you have a longer question or many different questions, please visit my office hours or email me to meet outside of them. I enjoy talking about political theory, so visit me if you have questions about the lecture, our discussion, the text, or an assignment. I may not be able to answer last-minute questions about exams or papers, so take this as an incentive to study and write well in advance of due dates!

Electronics Policy

- *Laptops* will not be needed for this recitation, and I ask that you put them away. Studies show both that laptops and electronics detract from learning and participation and that the brain processes handwritten notes more easily.
- *Tablets and e-readers* will be allowed for reading PDFs of class readings, but not for answering emails or using the internet. Otherwise, please bring readings to class printed out or in book form.
- *Cell phones* should be silenced and out of reach for the entirety of class.

Required Texts

Hobbes, *The Essential Leviathan (A Modernized Version)* (Hackett)

Locke, *Second Treatise of Government* (Hackett)

Locke, *A Letter Concerning Toleration* (Broadview)

Montesquieu, *Persian Letters* (Oxford)

Rousseau, *The Basic Political Writings*, 2nd edition, (Hackett)

Mill, *On Liberty and Other Essays*, 2nd edition (Oxford)

Marx, *Marx-Engels Reader* (Norton)

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| Jan 11 | Introduction (Film) |
| Jan 16 | MLK Day |
| Jan 18 | Hobbes, <i>Leviathan</i> , Hobbes's introduction, chs. 1, 7, 11-13 |
| Jan 23 | Hobbes, <i>Leviathan</i> , chs. 14-16 |
| Jan 25 | Hobbes, <i>Leviathan</i> , chs. 17-18, 20-21 |
| Jan 30 | Hobbes, <i>Leviathan</i> , chs. 29-31 |
| Feb 1 | Locke, <i>Second Treatise</i> , chs. 1-5 |
| Feb 6 | Locke, <i>Second Treatise</i> , chs. 6-9 |
| Feb 8 | Locke, <i>Second Treatise</i> , chs. 11-19 |
| Feb 13 | Locke, <i>A Letter Concerning Toleration</i> (entire) and Appendix A |
| Feb 15 | Locke, <i>A Letter Concerning Toleration</i> , Appendix C |
| Feb 20 | First Midterm |

- Feb 22 Montesquieu, *Persian Letters*, Preface, letters # 1-14, 18-24, 26-28, 30, 36, 48-52, 60, 62-9, 77-78
- Feb 27 Montesquieu, *Persian Letters*, letters # 81, 83, 90-2, 96, 99-103, 112-20, 135-150
- March 1 Rousseau, *Basic Political Writings*, (Discourse on Inequality), pp. 39-69 (read Rousseau's footnotes)
- March 6 Rousseau, *Basic Political Writings* (Discourse on Inequality), pp. 69-92 (and the footnotes)
- March 8 **First Paper Due**
- March 13 spring break
- March 15 spring break
- March 20 Rousseau, *Basic Political Writings* (Social Contract), pp. 156-191
- March 22 Rousseau, *Basic Political Writings* (Social Contract), pp. 192-228, 241-252
- March 27 Benjamin Constant, "The Liberty of the Ancients Compared with that of the Moderns" (sakai)
- David Hume, "Of the Original Contract" (sakai)
- March 29 **Second Midterm**
- April 3 Mill, *On Liberty*, chs. 1-3
- April 5 Mill, *On Liberty*, chs. 4-5
- April 10 Mill, *On the Subjection of Women*, chs. 1-2
- April 12 Film: *Modern Times*; **Second paper due** (at the beginning of lecture)
- April 17 Marx, *Marx-Engels Reader*, pp. 473-500, 367-376
- April 19 Marx, *Marx-Engels Reader*, 70-105
- April 24 Marx, *Marx-Engels Reader*, 147-175, 186-188
- April 26 Review and Conclusion
- May 4 **Final exam**, 12noon to 1:30pm

10 minutes - Hand out worksheet and do small group discussions then class review:

“Police have a historical origin in the protection of property from theft. That mandate continues to shape their defense of people who hold property, sure. But the way in which their Anglo-American history evolved, keeping police forces extremely local, paid for directly by communities, and drawn from the general population and, ideally, the local population — you know, this is part of what was broken down in African-American locales where enforcing white racial dominance was put ahead of genuine community self-defense or self-policing — anyway, this history means that the police in the United States believe that they exist to uphold the will of “good citizens” and to help all citizens in distress. And their belief that they are a part of the democracy and a manifestation of the democracy, at least if they can avoid the cynicism of always seeing this democracy in its worst behavior, cuts *against* the preference for wealth and property.

I don’t think cops in the United States particularly like rich people. They like “good citizens.” Often wealth stands in for that, because wealthy people can afford to exhibit better manners, and *look* clean and unthreatening, and keep their crime behind closed doors. But the two very different things — wealth and good citizenship — can and should be pulled apart. There is always a place for police to exist to protect the middle classes and even the poor. Police themselves are drawn from the middle and working classes economically, and they are public workers and essentially care workers. We have to honor and encourage the side of police that believes their loyalty is to the Constitution, to citizens, and to the democracy. They have to be encouraged to see themselves as like nurses and doctors and postmen and firefighters — not like the military, and, also crucially, not like prosecutors or the mayor’s office. It’s perfectly possible to say at one and the same time, “Police, you must leave behind the racism that your job can unwittingly sustain and make lethal,” and, “Police, we love you when you act to protect and serve ordinary people, poor, middle, or rich, insofar as we are the human beings and citizens who need your help and pay your salaries.” This, though, goes to a much bigger question of restoring the feelings of public ownership of public space, of the popular basis of democracy, and of equality and citizenship as lived experiences.”

---Mark Greif

From “True and False Authorities: An Interview with Mark Greif
Greg Gerke interviews Mark Greif,” *LA Review of Books* October 26, 2016.
<https://lareviewofbooks.org/article/true-false-authorities-interview-mark-greif/#!>
(Greif is a New School professor and literary critic.)

Questions for students on worksheet:

- 1. What is the critique Greif is making here of the American system of policing?**
- 2. What is Rousseau’s implicit critique of Locke’s social contract? Do you see any similarities between it and Greif’s argument?**

The part of this interview that’s about police gets exactly to the critique Rousseau’s *Discourses on Inequality* implicitly makes of Locke: that Locke’s SC is wrong to lump both people and their

property in to the SC as the thing to protect and that we should protect people, not property so much, b/c protecting people's property protects the people with property more than those without.

Rousseau: the wealthy can serve their own interests at the expense of the poor under the banner of freedom and equality. This will result in:

- Less fair laws, the particular will of the privileged rather than the general will – Citizens United raised this concern and answered it with free speech; liberty argument won out over equality and GW arguments.
- He's also concerned that the wealthy might use their power to turn the poor against one another, like Scott Walker admitted to doing in his attacks on public sector employee unions in a 2016 video.
- Finally, he's concerned that too-large wealth will weaken our souls and consciences when we link wealth to respect and social status, especially if the wealthy fall into the tendency to take pleasure at others' suffering, which he likens to wolves eating human flesh.

(Arguments from David Williams, https://www.washingtonpost.com/news/monkey-cage/wp/2014/03/28/should-we-care-about-inequality-lets-ask-a-philosopher/?utm_term=.d264dee0255d)

5 min – interactive lecture: intro to *On the Social Contract*

- “Man is born free, and everywhere he is in chains” (156). What does this mean?
 - Natural equality is/has been subsumed by the enslavement of men to governments that aren't following the general will
 - We've taken simple people and placed them in a complex environment
- Government should be formed out of a social contract in which everyone equally gives up/alienates from themselves all rights to the entire community (164), loses natural liberty and license and gains “proprietary ownership of all he possesses” (167)
 - Exchange natural liberty (in which we only follow ourselves) for civil liberty (in which we follow the general will, which is both our individual will and everyone's collective will) (167)
 - [Unlike Locke, who says we have natural rights within civil society, Rousseau says you give up/alienate ALL rights, including natural liberty, in exchange for civil liberties plus you get the protection of the state. Locke also says you lose license but not liberty in the social contract. Perhaps R's general will is a critique of Locke's idea of individuals consenting to majority rule.]
 - [the SCT tradition faces the problem of wanting to get people out of the SoN but have them remain free in civil society. Hobbes says you remain free in civil society because you consent to the leviathan; Locke says you remain free in civil society because liberty in civil society is liberty through/compatible with constraint, the freedom to do that which is not restrained by civil laws; he also thinks that the majority decides on the laws or representatives and that if you disagree with the law that's OK; that doesn't infringe upon freedom.]

15 minutes –small group and all-class discussion: GW and legislator

- Write on board 3 types of will (general, private, and corporate) and have students define all 3 in small groups.
 - General will – the will of all toward the common good
 - Is always there, but only becomes law under the right circumstances and government
 - The “general interest,” not the aggregate “will of all,” which is “the sum of private wills” (172) – see private will section
 - Whoever disobeys the general will will be forced to do so by “the entire body” (167)
 - Is indestructible (224)
 - The general will can be tricked by a dominant association and the majority can vote against the general will (173, 180)
 - [Rousseau is very wary of factions and associations, especially dominant associations – he doesn’t say what he thinks about lots of small associations, but he doesn’t really need to because in his ideal small direct democracy there is no need for associations]
 - The general will is never wrong, but the sovereign assembly can sometimes be mistaken as to what the general will is (ex. the majority of the assembly going against the general will)
 - Rousseau thinks the general will will usually be the highest concern of the people assembling in the assembly because in the assembly people will be thinking of the common good
 - [Voting in Rousseau’s time was public – there will be public pressure]
 - But we’ll also want to follow the general will in that special moment, although later outside of the assembly private will might take over
 - Corporate will – the will of a dominant association or group of government magistrates doing what’s best for them instead of what’s in the common interest
 - Private will – the will of someone according to their personal interests
 - You can have a private will different from the general will that you have as a citizen (166) [– ex. someone wanting to not pay taxes or pollute a river]
 - The “will of all” is “the sum of private wills” (172) [ex. not wanting to pay taxes – no one wants to pay taxes in their private interests]
 - To understand the distinction between GW and PW, you have to know that Rousseau has a divided theory of the self. People are divided into:
 - Private individuals (166) – private will
 - and
 - Citizens - GW
 - Members of the sovereign (165, 193)
 - Although on 165 he says citizens are individuals participating in sovereign authority [he’s making an elision between citizens as sovereign and citizens as both sovereign and subject]
 - Subjects (165, 193)

- Back to all-class discussion. Rousseau lays out some conditions to make this all work – how to ensure the general will rules? And do you think that these conditions are realistic? Do you think they're desirable?
 - Simple and small direct democracy
 - [Complexity is not good because it obscures the common good/general will]
 - Needs few laws (225)
 - [a forefather of Romanticism – return to the agricultural, rural, pastoral]
 - Limits on private will getting out of hand or corporate will taking over the general will
 - Rousseau's ideal society/utopia is like the Swiss canton (224) – the common good is easy to see – small, rural states
 - Limits to inequality
 - Not wealthy (because, in *Discourse on PE*, wealth leads to luxury and inequality) but not too poor – upper and lower limits to material wealth to limit material inequality [to make the general will easier to follow because consensus is easier among people with not-so-different material interests]
 - Rousseau: Locke is wrong to allow for inequality; inequality and citizenship are incompatible
 - Inequality decreases the chance for the general will to be realized because private wills might take over
 - Civil religion/education on how to want the common good
 - Civil religion is the worship of the state, which requires that worship (250)
 - [It's top-down civil religion, as opposed to Emile Durkheim's bottom-up, more organic civil religion]
 - Civil religion for Rousseau is “a purely civil profession of faith, the articles of which it belongs to the sovereign to establish, not exactly as dogmas of religion, but as sentiments of sociability, without which it is impossible to be a good citizen or a faithful subject (250)
 - People need to be educated to see the common good for the state (both through education and through civil religion)
 - “Upright and simple men” who are too clever to be fooled by traps (224)
 - [similarly, Rousseau's method isn't as methodical/empirical as Hobbes' and Locke's, although he asks an equally modern SCT question]
 - Censorial tribunal (241) in order to regulate public opinion; will be the spokesman for public opinion; it can preserve but not establish customs and mores (241)

10 minutes – think-pair-share on normative questions

- What if we disagree with a law or disobey a law? We might disagree with the laws or representatives chosen by the majority. What is Rousseau's answer, and is it satisfactory?
 - Relies on a divided theory of the self (reference chart on board from before)
 - If we voted differently than the majority voted, we were simply mistaken about the general will and are not really disagreeing with the general will (227). [So if we disagree within our citizen-will with the decision of the general will, we're actually just mistaken about our citizen-will]

- If you do disobey a law, you'll be forced to obey: "whoever refuses to obey the general will, will be forced to by the entire body... he will be forced to be free" (167)
 - [Freedom for Rousseau *is* to follow the general will, which is/corresponds to your own will, not to follow your private will]
- If we disobey a law as private citizens, that's us following our private will rather than our citizen-will. We're both private people and citizens (and within citizenship we're both part of the *sovereign*/ruling power and *subjects* of the sovereign) and if we disobey the law for private reasons we must be acting as private people and not as citizens - 166]
 - [Locke conceptualizes what Isaiah Berlin would later call negative freedom – lack of interference]

10 minutes – interactive lecture and all-class discussion: the legislator

- The legislator is the body/person who establish laws that replace natural forces with alien, social forces and laws (181)
 - "The legislator is in every respect an extraordinary man in the state" (181).
 - [Fuel for Strauss' claim that Rousseau had a secret elitist message for the political elites that goes against his more obvious message of equality]
 - The legislator establishes laws/has "command over laws" but after the founding moment he can't have political authority/ "have authority over men" (181)
 - Timeline:
 ---Legislator (founding moment)---Sovereign (both executive & legislature) rules→
 - Good citizens require good institutions and good institutions require good people. [so where does Rousseau start? He has a chicken-or-the egg problem, so he has to start somewhere. He decides to start with one good person, but then has that person only write the founding laws and then step back from government.] The legislator starts with good laws, and this is why the Legislator creates the laws/is a founder.
 - Draw good citizens/good institutions circular problem (chicken or the egg problem) and point out that he just has to choose one to start with
 - Legislator must establish mores (norms), which are more important than laws or passions/pleasures, to establish good behavior and opinions. He changes human nature, strengthening it by making us interdependent through the SC and by making us want to follow communitarian/civic republican ideas of civic duty and citizenship (181)

Civil Liberties and Political Institutions Simulation

Goals:

- Demonstrate how various political institutions and civil society interact over policy
- Apply themes from course to “real world” (Atlantic Coast Pipeline case study)
- Increase subject matter knowledge on a specific civil rights and liberties topic (eminent domain and land rights)
- Demonstrate the interactions between institutions and civil society, between institutions and ideas or arguments
- Evaluate the power of various arguments for and against a policy and how those arguments are deployed in politics

Overview (60 min. total):

- Pre-survey
- Introduce the topic (civil liberties and civil rights)
- Introduce the case study (eminent domain and the Atlantic Coast Pipeline)
- Students individually brainstorm arguments for and against the use of eminent domain in this case
- Groups convene: Senate, House, SCOTUS, Duke Energy (pro-pipeline group), anti-pipeline group
 - Each house of Congress debates the issue while interest groups form arguments (drawing from their lists they’ve made) for or against the use of eminent domain for the pipeline (also, environmentalist group comes up with a name for themselves)
- Lawmaking, lobbying by interest groups, petitioning SCOTUS, SCOTUS deciding on constitutionality
 - Interest group lobbyists lobby Congress (one group lobbies the House while the other lobbies the Senate, then they switch)
 - Each house of Congress writes a 1-sentence bill
 - Each chamber announces its version of the bill
 - The two chambers resolve the 2 versions of the bill, if they are different, in a conference committee (of two representatives from each house of Congress) (3 minutes) and then both houses vote
 - The Speaker of the House announces final bill
 - The losing side “finds” a plaintiff and draws from their list of arguments to form a 1-minute oral argument for the Supreme Court. The case is *Jones (plaintiff’s name) vs. U.S.* and is argued by the losing interest group for Jones vs. the Solicitor General for the U.S.
 - Each side gives oral arguments to the Supreme Court
 - SCOTUS makes a decision and votes, announces its decision
- Debrief, including about institutions, arguments, and subject matter
- Post-survey

Simulation Lesson Plan

5 minutes introduction to the idea of liberty versus equality and how these issues are often seen to be two major normative considerations underlying debates around civil rights and liberties, and American politics generally

You heard in the episode of the *Note to Self* podcast episode you listened to for today's class how the courts often have to balance individual liberty (in the 4th Amendment case, the freedom from unjust intrusion on one's personal privacy) and public order (in the 4th Amendment case, the need for the government to punish criminals and keep everyone safe). When we're talking about civil rights and liberties, we often think about this tension between liberty (or freedom) and order or safety. We also sometimes see a tension between liberty or freedom and equality, as in antidiscrimination laws like the Civil Rights laws of the 1950s and 60s. In these cases, government institutions have to balance individual freedoms, like the freedom of expression, including the freedom to express racist views, for example, with equality, like the expectation of equal treatment and non-discrimination. The U.S. has mostly sided with liberty rather than equality on debates surrounding hate speech; the Court has said hate speech can only be limited if it is directly threatening or initiating violence. Today we're going to navigate some of these debates together.

The big takeaway from today is that for every civil right and liberty, there is a debate about how best to balance protecting the rights and liberties of some without harming equality or social order, and there are moral and pragmatic arguments on each side of these debates, but ultimately it is institutions such as Congress, the states, and the courts that adjudicate these issues in the American political system.

10 minutes - mini-lecture on civil rights and liberties (review of their reading for the day)

- Civil rights - 1) guarantees that individuals can engage in activities central to citizenship or legal immigrant status, 2) guarantees of due process and equal treatment under the law, and 3) guarantees of freedom from discrimination that would harm an individual's status as an equal member of society
 - Ex. right to vote, right to petition the government, right to criminal defense, right to fair and speedy trial by jury
 - What's due process? --- the right to legal protections against arbitrary deprivation of life, liberty, or property
- Civil liberties - freedom from unjust interference by the government or protections preventing the government from infringing on that freedom
 - Ex. freedom of speech, freedom of assembly, freedom of religion, right to bear arms
- There's a lot of overlap between these two ideas, and some abilities of U.S. citizens could be considered both civil rights and civil liberties (ex. The right to petition the government is also a freedom to petition the government without the government preventing you from doing so)
- Congress can be a protector of civil rights and liberties or can infringe upon them.
- The federal courts can act as protectors of civil rights and liberties, but they haven't always done so. Federal justices' lifetime tenure and judicial independence can give them the freedom to protect the civil rights and liberties of minorities even when it's unpopular to do so, in a way that state legislatures, the president, and Congress often can't do because of electoral pressures.

- We talked about Isaiah Berlin’s concepts of negative and positive liberty earlier in the semester. Does anyone remember what these mean? --- answer. Do civil liberties correspond more closely to negative or positive liberty? --- negative liberty. Right, and civil rights correspond more closely to positive liberty.
- What’s incorporation? --- the application of civil rights and liberties from the Bill of Rights to state and local governments through court cases that cite the 14th Amendment, which says no state can “deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”
- Let’s briefly go over the Supreme Court’s three-tiered system of judicial review over laws relating to civil rights and liberties.
 - Draw on board as we go along
 - What’s the most stringent level? --- strict scrutiny. What’s strict scrutiny? --- a standard by which a law is assumed to be unconstitutional by the Court unless it advances a “compelling state interest” and represents the least intrusive means of advancing that interest. Laws are given strict scrutiny if they include language about which classifications? --- Race, ethnicity, religion, creed, or national origin, or involves a fundamental right (*if they ask: First Amendment rights*)
 - What’s the next-most stringent level? --- Intermediate scrutiny. What’s intermediate scrutiny? --- the law is considered constitutional if it advances “an important government objective” and is “substantially related” to that objective. Laws are given intermediate scrutiny if they include language about which classifications? Classifications that aren’t the “suspect classifications” but are nevertheless marginalized in society, such as sex (gender)
 - What’s the least stringent level? --- the rational basis test. What’s the rational basis test? ---- The law is assumed to be constitutional as long as its goals are clearly linked to its means (the way it goes about achieving those goals). Laws are given the rational basis test if they include language about which classifications? --- Economic class or income level, or certain other “disfavored” classifications

5 minutes - pre-survey

- What is the difference between a civil right and a civil liberty?
 - A) Civil rights pertain only to the states, while civil liberties are federally guaranteed
 - B) Civil rights are guarantees of equal ability to do activities that enable equal citizenship, while civil liberties are freedoms from infringement by the government
 - C) Civil rights are freedoms from infringement by the government, while civil liberties are guarantees of equal ability to do activities that enable equal citizenship
 - D) Civil rights are decided by the Courts, while civil liberties are decided by Congress
- Which institution(s) often get involved if a civil right or civil liberty is contested?
 - A) Congress
 - B) The Supreme Court
 - C) Interest groups
 - D) All of the above
- Which Amendment of the Constitution pertains to eminent domain?

- Don't go over answers

5 minutes - simulation explanation, assigning groups, basic issue explanation

Your textbook talked about some civil rights and liberties issues that have been “resolved” in the courts and through legislation (CRM, women’s suffrage, affirmative action, etc.)

Now let’s talk about some topics that haven’t been “resolved” through political institutions.

We’re going to play a game simulating political debates about these relatively unresolved and contentious civil rights and liberties and how they are adjudicated by the federal government.

First, some definitions: moral arguments are arguments about an idea of justice - what is the morally just solution is what is right, based on various moral and political principles, such as equality, freedom or liberty, stability or order, and just deserts (or what someone is rightly owed).

We’re going to analyze the role of both institutions and moral and political arguments by analyzing the issue of eminent domain.

Split them into groups:

Congress group (split in to House and Senate) - approx. 8 House, 7 Senate (should be on opposite sides of the room)

Interest group on one side - approx. 8 people

Interest group on the other side – approx. 8 people (interest groups should be on opposite sides of the room)

SCOTUS - 9 justices

Solicitor General and their 2 staff attorneys – at least 3 people

Intro to simulation:

- Eminent domain is the power of local, state, or federal government to seize private land or property for public use. The 5th Amendment’s “Takings Clause” says that "just compensation" be paid if private property is taken for public use. But what does public use mean?
- The Supreme Court has mostly left this question up to the states, saying that in different climates and different political circumstances “public use” will mean different things. The case *Chicago, Burlington & Quincy Railroad Co. v. City of Chicago* (1896) incorporated the eminent domain part of the 5th Amendment to the states. In recent years, the use of eminent domain to seize private land for natural gas pipelines built by private utility companies has increased.
- In *Kelo v. City of New London* (2005), the Court ruled that the city of New London, Connecticut's taking of private property to sell for a private housing development qualified as a "public use" within the meaning of the takings clause. The city, the Court said, was not taking the land simply to benefit a certain group of private individuals, but was following an economic development plan. The Court decided that takings here qualified as "public use" despite the fact that the land was not going to be used by the public. In *Kelo*, the Court developed a "broader and more natural interpretation of public use as 'public purpose.'"
- Duke Energy, a private company, is currently building the Atlantic Coast pipeline in North Carolina, Virginia, and West Virginia. These states have been seizing private land for the project.
- Environmentalists and private landholders resist. In my area of Virginia, two women camped out for over a week in a tree on their property, protesting its seizure for the pipeline.
- Duke Energy says it will create jobs, although most of these jobs will be temporary construction jobs or permanent administration jobs centered around the pipeline’s terminals,

not along the pipeline. Duke Energy also says it's a public use project because it will use the natural gas to power electricity and heat homes in these states.

- Protestors say it's not public use because the profits from the natural gas and electricity sold to consumers will go to Duke Energy, a corporation, and not to the state or the people.
- You have **5 minutes** before we begin the simulation to write down as many arguments on either side of this debate. You should also note what types of arguments they are (are they equality arguments, order or stability arguments, liberty or freedom arguments, just deserts arguments, or another type of argument?). This is for your own purposes and I will not be collecting it.
- First, Congress is going to legislate on this issue, while interest groups plan strategies and the Supreme Court watches.
- Interest group 1 will be an anti- eminent domain group. Feel free to give your group a name.
- Interest group 2 will be Duke Energy, fighting for eminent domain so you can build the pipeline.
- Congress, you need to write a law that further refines eminent domain. In the law you pass, you can limit it or you can expand its power. First, you have **4 minutes** to write a bill (it should be a 1-sentence summary of the bill) in each chamber of Congress.
 - While the chambers are debating, interest groups should be forming arguments with which to lobby Congress.
 - Each chamber announces its version of the bill (**2 minutes**), and interest groups send lobbyists to lobby Congress.
 - Interest group lobbyists, you have **1 minute** to lobby each chamber of Congress. It's illegal bribery to directly promise future campaign donations in exchange for political favors, but remember Duke Energy does have more resources to devote to lobbying and campaign donations. Duke Energy, you lobby the Senate, while the other interest group lobbies the House.
 - Switch - the other lobbyist lobbies the other chamber - **1 minute**
 - Chambers of Congress, you have **2 minutes** to revise your bills if you would like.
- The two chambers now have **3 minutes** to resolve the 2 versions of the bill.
 - What does the final bill decide? - **1 minute**: announcing final bill
- *(If the law Congress passed was favorable to Duke Energy, the other group chooses the plaintiff, someone whose land will be taken; if the law Congress passed was unfavorable to Duke Energy, Duke Energy chooses the plaintiff, the state of North Carolina.)*
 - Interest group (Duke Energy/state of North Carolina or the other interest group), do you think the law passed by Congress is unconstitutional? If so, select a plaintiff from your group and come up with a 1-minute argument as to why the law should be struck down by the Supreme Court.
 - You have **3 minutes** to come up with this argument.
- **2 minutes** - oral arguments by the interest group that's suing. The Solicitor General will defend the law for the federal government.

- The case would be *Interest Group (or landowner) v. United States* or *North Carolina (the Duke Energy group) v. United States*. So the arguments should be by the SG and an attorney representing the interest group
- Supreme Court, you have **3 minutes** to decide which side to rule for.
- **5 minutes** - debrief
 - Which arguments ended up winning - in any stage, from within Congress to lobbying Congress to arguing in front of the Supreme Court?
 - When they answer - what kinds of arguments was this?
 - Does eminent domain most closely relate to a civil right or a civil liberty? -- civil liberty from infringement by the government
 - How do institutional structures influence how these issues are decided? --- should talk about partisanship in Congress, ideology and strategy in SC, lobbying rules, judicial review
- **5 minutes** - post-survey
 - 1. Which institution(s) often get involved if a civil right or civil liberty is contested?
 - A) The Supreme Court
 - B) Interest groups
 - C) Congress
 - D) All of the above
 - 2. What is the difference between a civil right and a civil liberty?
 - A) Civil rights are decided by the Courts, while civil liberties are decided by Congress
 - B) Civil rights pertain only to the states, while civil liberties are federally guaranteed
 - C) Civil rights are freedoms from infringement by the government, while civil liberties are guarantees of equal ability to do activities that enable equal citizenship
 - D) Civil rights are guarantees of equal ability to do activities that enable equal citizenship, while civil liberties are freedoms from infringement by the government
 - 3. Which Amendment of the Constitution pertains to eminent domain?

5 minutes – closing/summary (brief recap about how the major themes from today connect to the lesson goals) and exit ticket (PollEverywhere slide of review question from today’s material)

The big takeaway from today is that for every civil right and liberty, there is a debate about how best to balance protecting the rights and liberties of some without harming equality or social order, and there are moral and pragmatic arguments on each side of these debates, but ultimately it is institutions such as Congress, the states, and the courts that adjudicate these issues in the American political system.

We’ve seen through these case studies how government institutions balance different concerns about freedom, order, and equality, and balance different preferences by different groups in society and within the federal government.

I. From the Author

1. Take a minute to write down 1-3 things you're specifically looking for help/feedback with.

II. From the Peer Editor

2. What is the thesis statement, in your own words?
3. Is the thesis statement clearly stated in the introduction? Y/N
4. Is the thesis statement a normative and/or critical argument, and not just a statement of empirical fact? Y/N
 - a. Could you imagine a reasonable person disagreeing with its claims? Y/N
5. Is the structure of the argument clear, and does the outline of the structure in the introductory paragraph (if there is one) correspond to how it unfolds in the body of the paper? You may want to underline or number each argument to see if they correspond.
Y/N - Elaborate below
6. Does the author engage with one or more theorists from our syllabus or otherwise relevant to our course's themes? Y/N
7. Does the author successfully engage with the theory/theories they're considering and analyzing? Or do they disagree with a theory without making clear the flaws in that theory's reasoning, or agree with a theory without adding their own touch?
Y/N - Elaborate below
8. Does the author support her argument with reasons/sub-arguments?
Y/N - Elaborate below
9. Are these reasons clear? If not, comment where they could be clearer on the paper, and how.
Y/N - Elaborate below
10. Do the reasons support the conclusion of the thesis and paper? That is, is the main argument likely to be true if the reasons the author gives are true?
Y/N - Elaborate below

11. Does the author use appropriate textual support, turning to evidence from existing theories when analyzing those theories and ultimately forming their own responses?
Y/N - Elaborate below
12. Does the author demonstrate understanding of the texts she's citing?
Y/N - Elaborate below
13. Does the author consider and respond to a possible counterargument to their claim(s)? If so, mark this on the paper. This is not required but will make sense for some papers, especially where there is an argument whose detractors we have studied in this course.
Y/N - Elaborate below
14. Does the conclusion actually conclude the paper, tying up any loose ends and analyzing the implications and possible applications of the arguments of the paper to other areas and issues? Does the conclusion match the thesis statement, or does it seem like the author changed their mind while writing the paper and never got around to revising the thesis statement to match?
Y/N - Elaborate below
15. What is the biggest unresolved question in the draft?
16. What is the biggest strength of the draft?
17. Is the paper 6-7 pages, written in Times New Roman, size 12, double-spaced, with 1-inch margins (as far as you can tell)? Y/N
18. Does the author define any terms that it would be appropriate to define (general terms whose definitions are not generally agreed upon, or new/unusual terms)?
Y/N - Elaborate below
19. Does the author use a consistent citation style, cite all of their sources, and include page number citations every time she quotes a source or paraphrases an author's specific idea?
a. This was not required for the rough draft but will be required for the final paper.
Y/N - Elaborate below

20. Is the paper free of the common mechanical errors listed at the bottom of this worksheet? If not, mark errors where you see them on the paper.

- Margins bigger than 1” top and bottom and 1.25” left and right
- More or less than double space
- Font larger than Times New Roman 12 pt. font
- Spelling mistakes
- Going above or below the page count
- Not including a works cited/reference citation or endnote/footnote citations
- Grammar mistakes. Common mistakes include:
 - Parallelism
 - Parallel sentences: I went to the park to walk my dog, see my friends, and get some fresh air. / One should never toot one’s own horn.
 - Incorrect sentence: I went to the park to walk my dog, saw my friends, and got some fresh air. / One should never toot your own horn.
 - Comma splices
 - Incorrect use of a comma: I love writing papers, I will start writing this paper early.
 - Correct use of a comma: Because I love writing papers, I will start writing this paper early. / I love writing papers; I will start writing this paper early.
- Hyperbole and exaggerated claims that cannot be backed up
 - Avoid phrases such as “since the dawn of time” or “throughout history”
 - Avoid long introduction paragraphs that aren’t leading the reader into your specific argument
- Incorrect punctuation. Here are correct usages:
 - “This is the correct placement of a comma and a quotation,” she said.
 - She told me, “[t]his is the correct placement of a period and a quotation.”
 - “This is the correct placement of an exclamation point that is included in a quotation!” she said.
 - She screamed, “[t]his is the correct placement of an exclamation point that is not included in the original quotation”!
 - “Is this the correct placement of a question mark that is included in a quotation?” she asked.
 - Did she tell me that “[t]his is the correct placement of an exclamation point that is not included in the original quotation”?
 - She told me that she likes to write sentences with correct punctuation; remind everyone that “[t]his is the correct placement of a semicolon that you add to the original quotation”; and give page numbers for all her citations, she said.
 - If you’re quoting a source and giving parenthetical citations, then “the same rules as in the above examples apply, but the parentheses go before the period at the end of the sentence or the semicolon at the end of the thought” (Britt 2017).
 - If you’re quoting a source and giving footnote or endnote citations, then “the same rules as in the above examples apply, but the footnote/endnote is the last thing at the end of the sentence or the end of the thought.”³
 - In general, “quotations with parenthetical citations work like this” (Britt 2017).

³ Britt 2017.

- In general, “quotations with footnote/endnote citations work like this.”⁴
- Contractions (don’t, won’t, wouldn’t, etc.)
- Using past tense. As a rule, when discussing long-dead and contemporary authors alike, it is best to stay in present tense (with some exceptions)
- Using the thesaurus. Best to avoid, unless there’s that one word that you’re trying to remember. Otherwise, your writing will likely sound stiff
- Ask yourself: do I really need to use the word “societal” instead of “social”? Chances are social works just as well and is less clunky.

Paper Grading Rubric

You will be graded on the following criteria:

- 1) A strong thesis statement
- 2) Support for your argument using references (paraphrasing and quotations) to the text, including page numbers. You should use long and block quotations sparingly; you are making an argument, not copying the theory into your paper wholesale.
- 3) The clarity and organization of your writing

| | 1) Thesis | 2) Support for argument | 3) Clarity and organization |
|--------------------|--|--|---|
| An A paper: | Has a strong thesis that lays out the normative and/or critical argument (in the introduction paragraph) | Has several body paragraphs or sections, each representing a different supporting claim from your thesis, each with sufficient textual evidence and page numbers | Is clearly written with minimal technical mistakes and is well-organized |
| A B paper: | Has a thesis that answers the question but is hard to find and/or is weak | Has body paragraphs with some textual support for the thesis; quotes might overshadow the paper’s argument | Is either fairly clearly written and fairly well-organized, clearly written but poorly organized, or not clearly written but well-organized |
| A C paper: | Has a thesis that does not answer the question, is weak, or contains only summary and no analysis | Either uses too many or too long quotes, overshadowing the argument, uses insufficient textual evidence, or only summarizes the text | Is poorly written and poorly organized |
| A D paper: | Has a thesis that does not answer the question or has no discernable thesis | Has insufficient textual evidence | Is difficult to understand and poorly organized |
| An F paper: | Has no thesis and does not answer the question | Has no evidence for an argument from the text | Is difficult to understand and has no organizational structure |

⁴ Ibid. (Ibid. is short for ibidem, which in Latin means “in the same place” and in citation language means “same as the above citation.”)