

SOCIETY AND DEMOCRACY
in AMERICAN POLITICAL DEVELOPMENT
Politics/Legal Studies 120B – Summer 2020

Instructor: David Amaral
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Meeting Times: *Asynchronous*. Lectures posted Monday & Wednesday mornings.
Module assignments due each Tuesday/Thursday by 11:59pm.
Office Hours: Tuesdays 10am – 12pm via [Zoom](#) and by appointment.

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Office Hours: TBD

COURSE DESCRIPTION

This is a course about the enduring struggle for political rights in America.

In the coming weeks, we will explore political and civic participation in the United States from the country's founding to the present. Our subject matter is historical, but we will not only be concerned about what happened and when. Instead, we will be especially devoted to investigating why political participation has changed and evolved over time. How have ideas about democracy and citizenship influenced struggles over who is allowed to vote? What is the relationship between political parties and social movements? How have massive social events – like wars, or economic transitions, or migrations – brought on changes in political power and strategy?

Together, we will work to answer these questions. In doing so, I hope we will also develop a deeper, and perhaps more personal, understanding of democracy in America, as well as an appreciation for how the politics of the past continue shaping the politics of our present.

The focus of this course is perhaps best expressed in words spoken by two important thinkers who lived through and participated in some of the events we will study:

*History is not the past. It is the present. We carry our history with us.
We are our history.*

-James Baldwin

*This struggle may be a moral one, or it may be a physical one, and it may be both moral and physical, but it must be a struggle. **Power concedes nothing without a demand.** It never did and it never will.*

-Frederick Douglass

LEARNING TOGETHER IN DIFFICULT TIMES

Your success in this course is important to me.

The course has been designed so that – regardless of your educational experience or your major – all students will have the opportunity to *develop* and *practice* the skills that will allow them to succeed in this class. If at any point you feel yourself struggling or unsure about how to be successful in this course, please get in touch with me so I can help. Helping you succeed in this class is – *literally* – my job description.

We come to this class in a time of widespread protest and pain; of public health crisis and anxiety. Admittedly, the difficulty of our present moment may make it difficult for some of us to fully commit and concentrate on our academic work. However, the topic of our course is particularly relevant to the challenges facing the United States today. My hope is that this course will help us make sense of the political crises that surround us today, and will inform how we engage, respond, and participate in them.

We also come to this class from different backgrounds, with different experiences and unique perspectives. *This diversity is valuable.* By sharing our unique thoughts and perspectives, by really listening to each other, we will learn far more together than we would ever learn on our own. I look forward to learning with and from each of you.

Much of our work together will be collaborative. I *encourage* students to consider themselves as part of team, and adopt a supportive “You win, I win” attitude when engaging with their peers. I *require* that all course-related communication be respectful and kind.

To collectively establish more specific guidelines for online interaction and collaboration, students will collaborate in the first week to develop *Principles of Community* for our course.

LEARNING OBJECTIVES

Student Learning Outcomes (SLOs)

By participating in this course, students will be able to:

1. **identify** critical moments in American political history in which political rights were expanded or restricted and **analyze** how and why particular forces contributed to the changes using political science tools and concepts.
2. **utilize** knowledge of the country's political past to **think critically** about the present political environment and to **criticize or defend** the rules, ideas, or broad social forces that shape who participates in American politics today.
3. **draw on evidence** from social science literature to support **persuasive, original written arguments**.
4. **develop** a personal and informed perspective on what "democracy" in America has meant historically and may mean today.

COURSE REQUIREMENTS AND EVALUATION

Participation - 20% of final grade

Student participation will be evaluated based on (1) collaboration activity assignments (both original submissions and peer responses), (2) learning checks, and (3) exit tickets, (all described below).

Short Answer Responses - 15% of final grade

For each module, students will be asked to write several sentences or a short paragraph in response to a question about the assigned readings. Short Answer questions or prompts will generally focus on the main ideas or evidence presented by an author. Short Answer Responses will be VERY USEFUL to students when writing the analytical and final exam essays. (HINT: putting time and attention into these along the way will save you lots of time and energy later!)

Analytical Essay - 35% of final grade (10% for thesis/outline proposal, 25% for the final essay)

This essay will ask students to develop an argument about the forces that have shaped political participation throughout American political history. *The prompt for this essay will be made available in the first week of class, so students should keep it in mind as they complete early readings and modules.*

Students will submit their proposed thesis statements and essay outlines in the third week of the course (by Tuesday, July 7 at 11:59pm). This proposal is worth 10% of the final grade. Students will receive feedback on their thesis/outline proposals from their peers and from the instructor. Points deducted in the proposal can be made up if the final draft submitted demonstrates improvement and incorporates feedback.

***DUE: Thursday, July 16th at 11:59pm.

Final Essay Exam - 30% of final grade

The final essay examination will ask students to analyze a recent political event by comparing or contrasting it with historical political events investigated throughout the course. Several of the collaboration exercises will be designed to practice skills required for this final assignment.

***DUE: Friday, July 24th by 11:59pm.

COURSE FORMAT AND ORGANIZATION

This class will be conducted entirely online via Canvas (canvas.ucsc.edu). The course is divided 10 MODULES. Select the “Modules” option on the left side of the Canvas course home page. The example below shows the structure and describes the components of each module.

MODULE STRUCTURE – (note completion dates/times posted below)

- **Readings**
 - Readings should be completed *before* engaging with lectures and will be required to successfully complete the short answer responses. *See reading schedule and advice for strategic and active reading below.*
- **Lecture, Part 1**
 - Lectures will be posted as video files, accessed via Canvas.
- **Learning Check**
 - Learning checks – short, multiple choice quizzes, will ask students to recall key ideas from the lecture. 1-2 per module.
- **Lecture, Part 2**
 - Lecture videos will be divided, according to topic, into several parts.
- **Short Answer Response**
 - Short answer questions will encourage students to engage with the module’s reading.
- **Collaboration**
 - Students will both share their thoughts on the course topics/readings AND respond to what their peers have to say. For the first module of each week (by Tuesday at 11:59pm) students will post their own response to the collaboration prompt. For the second module of each week (by Thursday at 11:59pm), students will respond to the posts of their peers, as directed by the instructor.
- **Exit Ticket**
 - To close out each module, students will submit short, informal notes, generally indicating either (a) something they found especially interesting or surprising, (b) a question they have, or (c) something they are confused about. The course instructor will use this feedback to tailor future lecture material.

Since this course is being presented in an *asynchronous* format (we don’t all meet/work at the same time), students have some flexibility in choosing when and how quickly they move through modules. However, all submitted work (learning checks, short answer responses, collaborations, and exit tickets) must be completed by the module closing time (Tuesdays and Thursdays at 11:59pm). See the full module and assignment schedule below.

COURSE READINGS AND AUTHORS

ALL readings for this course will be available online, either in the Canvas “Readings” folder or will be accessible via the UCSC library website (library.ucsc.edu). YOU DO NOT NEED TO PURCHASE ANY MATERIALS. Assigned readings are listed below by module completion date.

While many factors shape how a reading list is designed, two goals have been especially important in selecting the authors/readings assigned for this class:

1. Prioritize readings that address political issues or historical events that most directly inform our current political moment;
2. Assemble a diverse collection of voices by including work by authors who are Black and authors who are women.

This course covers over 200 years of American politics, so there is a fair bit of reading. As a summer course, our time is condensed and we must move through topics and readings quickly.

I encourage you to practice strategic and active reading:

Strategic Reading – In school – as in life – our time and attention are limited. When reading for this course, focus on (a) identifying the author’s central claim or argument, (b) understanding the key terms or concepts, and (c) identifying key pieces of evidence and understanding *how* they support the central argument. Don’t get bogged down trying to gather or remember every last detail.

Active Reading – To help you read strategically, read *actively*. Underline or highlight main points, key concepts, and important evidence. (Using different colors to highlight a .pdf can make it really easy to gather evidence for your essays later!) After each section, ask yourself “What was the point there?” “How does that relate to the central argument?” Speak your answer out loud so you’re sure you got it (and to help you remember it later).

LATE ASSIGNMENTS & TIME BANK PASSES

All students begin this course with a “time bank” containing two, 24-hour extension passes. Using a Time Bank Pass gives students an additional day (24 hours) to submit ONE assignment without penalty. Students must email their Instructor/TA to claim their Time Bank Passes, and should also make a note on Canvas in the comments section for the assignment (if applicable). (Passes cannot be divided into extensions shorter than 24 hours.)

All other late submissions will be eligible for no more than 75% of total assignment points.

TWO EXCEPTIONS:

- Collaborative activities will not be accepted late, since late collaborative assignments will negatively impact fellow students.
- Time Bank extensions cannot be used for Final Exam Essays. FINAL ESSAYS WILL NOT BE ACCEPTED LATE.

ACCOMMODATION OF LEARNING NEEDS

We all learn differently. I am eager to work with students to accommodate their various learning needs. Additionally, the campus Disability Resources Center (DRC) reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

CITATION AND DOCUMENTATION OF SOURCES IN PAPERS

All courses in the Politics Department use one of two standard forms of citation (1) parenthetical or in-text citations and (2) footnotes. For the in-text system the department follows the Modern Language Association (MLA). For footnotes, the Chicago Manual of Style. Please familiarize yourself with the style guides for the two systems, which can be found on the Politics website (<https://politics.ucsc.edu/undergraduate/citation.html>). For this course, you can choose either citation style. Please be consistent with the style throughout your writings.

IMPORTANT 2020 SUMMER SESSION 1 DEADLINES

- Add – Thursday, June 25
- Drop – Monday, June 29
- Request “W” Grade – Friday, July 10
- Change Grade Option – Friday, July 10

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

TITLE IX

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

ACADEMIC INTEGRITY

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

COURSE SCHEDULE

MODULE 1 – *Welcome to the course and to American Political Development (APD)*

Completion date: Tuesday, June 23.

- Glenn (2004). “The Two Schools of American Political Development.”
- Orren and Skowronek (2004). *The Search for American Political Development*. (Chapter 1, pages 1-13).
- Francis (2018), “The Strange Fruit of American Political Development.”

MODULE 2 – *Setting the Stage for the Constitution*

Completion date: Thursday, June 25.

- Klarman (2016). *The Framers’ Coup*. (Pages 88-101).
- Keyssar (2000). *The Right to Vote*. (Introduction, and Ch. 1-2)

MODULE 3 – *Founding (and enduring?) Ideas*

Completion date: Tuesday, June 30.

- Johnson (2016). “The Color Line and the State,” in *The Oxford Handbook of American Political Development*.
- Morone (2016). “Political Culture: Consensus, Conflict, and Culture War,” in *The Oxford Handbook of American Political Development*.
- Shklar (1991). *American Citizenship*. (Introduction).
- Keyssar (2000). *The Right to Vote*. (Ch. 3)

MODULE 4 – *Parties, Groups, and Political Action*

Completion date: Thursday, July 2.

- Silbey (2010). “American Political Parties: History, Voters, Critical Elections, and Party Systems.”
- Skocpol (1999). “How Americans Became Civic.”
- Keyssar (2000). *The Right to Vote*. (Ch. 4)

MODULE 5 – *Politics of Racial Violence in the early 20th Century*

Completion date: Tuesday, July 7.

- Francis (2014). *Civil Rights and the Making of the Modern American State*. (Ch. 1, “Rethinking Civil Rights and American Political Development”).
- Keyssar (2000). *The Right to Vote*. (Ch. 5)

****Analytical Essay Thesis & Outline proposal due Tuesday, July 7 at 11:59pm.*

MODULE 6 – *Women’s Groups and the Suffrage Movement*

Completion date: Thursday, July 9.

- Clemens (1999). “Organizational Repertoires and Institutional Change: Women’s Groups and the Transformation of American Politics, 1890-1920.”
- Davis (1981). *Women, Race & Class*. (Ch. 3, “Class and Race in the Early Women’s Rights Campaign”).
- Keyssar (2000). *The Right to Vote*. (Ch. 6)

MODULE 7 – *The Politics of Racial Geography in the 1960s*

Completion date: Tuesday, July 14.

- McAdam and Kloos (2014). *Deeply Divided*. (Ch. 3).
- Fullilove (2001). “Root Shock: The Consequences of African American Dispossession”
- Keyssar (2000). *The Right to Vote*. (Ch. 7)

MODULE 8 – *Evolution of the Women’s Movement*

Completion date: Thursday, July 16.

- Freeman (1995). “From Suffrage to Women's Liberation: Feminism In Twentieth Century America,” in *Women: A Feminist Perspective*.
- Menand (2014). “How Women Got In On the Civil Rights Act,” *New Yorker*, July 21.
- Keyssar (2000). *The Right to Vote*. (Ch. 8)

***Analytical Essay due Thursday, July 16th at 11:59pm.

***Final essay prompt posted Monday, July 20 by 9am.

MODULE 9 – *Black Panthers and a Black President*

Completion date: Tuesday, July 21.

- Murch (2010). *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California*. (Ch. 5, “Men with Guns”).
- McAdam and Kloos (2014). *Deeply Divided*. (Ch. 7, “The Obama Years”).

MODULE 10 – *Politics Today, in the Context of the Past*

Completion date: Thursday, July 23.

- Taylor (2017). *How We Get Free*. (“Alicia Garza”).
- Johnson (2018). “The neo-Redemption Era? APD in the age of #Black lives matter.”
- Keyssar (2000). *The Right to Vote*. (Ch. 9 plus conclusion to the 2nd edition).

***Final essay due Friday, July 24 by 11:59pm. NO LATE ESSAYS WILL BE ACCEPTED.