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| **Course Information** | |
| Course Number: PS 391-001 | Instructor: Dakota Thomas, M.A. |
| Time: Monday, 6:30PM to 9:00PM | Email: [dth228@g.uky.edu](mailto:dth228@g.uky.edu) |
| Location: "The Congressional" Building  Room 104  215 Constitution Ave NE,  Washington, DC 20002 | Office Hours: Due to our unique circumstances, no regular office hours are possible. If an in-person meeting is fitting, email me and we will schedule an appropriate time and place. |
| Course Websites: Canvas (<https://uk.instructure.com/>)  Dropbox (<https://dropbox.com>) | Phone: (276) 245-5395 |

**Required Text(s):**

Weekly assigned readings will be provided to students for free (see Course Schedule; materials available on Canvas or Dropbox unless otherwise noted).

**Course Description:**

This course is meant to meet the dual purposes of supplementing student experiences in their DC based internships while also providing them with a theoretical understanding of political science research on the subject of working in politics. In particular, this course will focus on how aspects of personal identity (gender, regional origin, ideology, race, class, etc.) affect, and are affected by, the practice of working in politics, in the hopes of enriching their experiences as interns and providing them the tools for understanding their own place in the broader context of their professions.

**Class Policies**

**Class Meetings and Lecture:**

This class will rely heavily on our class meetings to deliver course content. This course will be reading and writing intensive. Self-direction and self-discipline is necessary for success in this class. Class time will often heavily rely on discussion and activities. Students who attend class are expected to have read all assigned materials **beforehand** and be prepared to discuss them, ask questions for clarification, and to question the material itself and delve deeper into the subject at hand. In other words, students should not expect to merely attend class and be able to succeed in this course. If it is apparent that few to none have read or prepared for the class, the instructor reserves the right to dismiss class early and no students will receive credit for discussion that day.

**Attendance Policies & Excused Absences:**

This course is meant to enrich your experience as an intern working in Washington DC. As such, attendance is mandatory and expected at all regular class meetings. The following are acceptable reasons for excused absence from class: serious illness; illness or death of family member; University-related trips; major religious holidays; and other circumstances I find to be "reasonable cause for nonattendance".

If you expect in advance to be absent at a regular class meeting, you must alert the instructor at least one week prior to the missed class in order to make alternative arrangements for the delivery of course contents for that day. If you must miss class due to unanticipated circumstances, such as a *documented* medical emergency, alternative arrangements can be made. Such arrangements *must* be made within one week of the student’s return for class. Students are responsible for making arrangements with the instructor on the form of this make-up assignment, and students must inform the instructor of their excused absence *within one week* of that absence in order to receive a “make-up” opportunity. For further information, see [University Senate Rule 5.2.4](https://dib.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Rules/Current_SRs/MASTER%20RULES%20from%20September%202014_clean.docx). “Unexcused” absences do not merit a makeup opportunity for any graded activities.

**Exam Makeup Opportunities:**

Students who anticipate missing an exam for an excused reason can make arrangements by at least 48 hours in advance for an alternative exam time/date. The following are acceptable reasons for excused absence from an exam: serious illness; illness or death of family member; University-related trips; major religious holidays; and other circumstances I find to be "reasonable cause for nonattendance". Students who miss the exam on the day it is given without prior notice will only be granted a make-up opportunity if they miss because of a *documented* medical emergency involving themselves or an immediate family member or a comparable emergency. Such arrangements *must* be made within one week of the missed exam. Again, for further clarification, see [University Senate Rule 5.2.4](https://dib.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Rules/Current_SRs/MASTER%20RULES%20from%20September%202014_clean.docx). Note: All exams in this particular course will be “take home”, and so students needing additional time due to emergencies can arrange for that with the instructor via email.

**Late Assignments:**

Students are expected to turn any out-of-class work in on the date that it is due by midnight unless otherwise instructed. Late assignments will not be accepted without a documented university excused absence (again, see [University Senate Rule 5.2.4](https://dib.uky.edu/universitysenate/sites/www.uky.edu.universitysenate/files/Rules/Current_SRs/MASTER%20RULES%20from%20September%202014_clean.docx)). Students must turn in such excused late assignments within one week of their return to class.

**Canvas and Dropbox:**

Canvas and Dropbox will be used to post course announcements, course materials, and grades, along with any other course related materials. Students should access this course on Canvas and Dropbox as soon as possible, so that problems with this system do not compromise performance in the course, and make sure they have a current email address on file so they will receive any emails or announcements sent through Canvas. Students who have problems accessing Canvas are encouraged to consult technical support before the instructor (who will likely be less helpful). For problems with Dropbox, consult the instructor or Dropbox’s technical support.

**Academic Accommodations:**

If you have a disability or other condition that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science Building, Suite 407; 859-257-2754; [susan.fogg@uky.edu](mailto:susan.fogg@uky.edu)) for coordination of campus disability services available to students. We will then collaborate for the best solution for each individual situation.

**Academic Integrity, Cheating, and Plagiarism:**

Cheating and plagiarism will not be tolerated. Students who are caught engaging in plagiarism or cheating will receive an automatic failure on the assignment in question. Offenses may be referred to the Ombud for further action. For the definition of what constitutes plagiarism, see the guidelines posted by the Office of Academic Ombud Services (available here: <http://www.uky.edu/Ombud/Plagiarism.pdf>). This document also includes information for how to avoid plagiarism. If you are unsure, you are welcome to consult the numerous campus resources (i.e. the Writing Center) or myself.

See also UK’s academic offense policy for information on what constitutes academic misconduct and the potential consequences (available here: <http://www.uky.edu/Ombud/ForFaculty_AcademicOffenses.php>). Also read the Students’ Rights and Responsibilities, Part II, Section 6.3 for UK’s policy on academic integrity (available here: <http://www.uky.edu/StudentAffairs/Code/part2.html>).

**Classroom Decorum:**

Be respectful to others in this class and engage in civil discourse when we discuss topics with a diversity of perspectives. In this course we will respect others, and during discussion students will not engage in ad hominem attacks against other students nor attacks based on gender, race, creed, religion, sexual orientation, age, national origin, or other personal matters be tolerated at any level. We will talk about “touchy” subjects in this class, so please remember civility and kindness at all times. Students are allowed to respectfully disagree both with their instructor and with one another.

Secondarily, please minimize distractions by not texting, Facebooking or Twittering, or carrying on conversations during regular class time or during exams. Please turn mobile phones off or on silent mode during class. Students who disturb the learning of other members of the class will be asked to leave for the day and receive no credit for attendance, participation, or any activities of that day.

**Syllabus Modifications Disclaimer:**

As the class proceeds, I reserve the right to modify the syllabus, assignments, and the grading structure as I see fit to better accommodate the goals of this course. Modifications will be communicated via email, Canvas, and/or in class. For the most recent version of the syllabus, always consult Canvas. I promise that ***the course will not grow in difficulty as we go on*** (i.e. no exams or graded assignments will be added will be added to the schedule), but some exchanges or cuts may be made, particularly in regards to snow scheduling and/or missed days.

**Course Grades**

**Grading Scale:**

This course is uses the standard University grading scale. As such, students will be assigned a final grade based on a weighted average of all their assignments. The weights for each assignment can be found below. Final grades will be rounded up to the nearest point (i.e. 89.1% will be counted as a 90%). No further rounding or modifications will be made or even considered. If you are worried about your ability to perform in class, please speak with the instructor **as soon as possible**.

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| **Letter Grades** | **Percent (%)** |
| A | >90% |
| B | 80% to 89% |
| C | 70% to 79% |
| D | 60% to 69% |
| F | <60% |

**Earning Your Grade:**

* **Attendance, Participation and Activities:**
  + Weight: 33% of final grade.
  + On most days, the time spent in class will be heavily discussion driven. In these class periods, students are expected to arrive prepared to discuss the assigned readings for the day in depth and to participate in any activities for the day. Singular students who fail to participate in the daily discussions will receive one verbal warning, after which another failure to participate will result in being assigned reading summary worksheets to be brought to class. If all students fail to participate/read for class, class will be dismissed. If this happens twice in a semester, the whole class will be assigned reading summary worksheets that they will be expected to fill out and bring to class. If reading summaries fail to solve the problem of preparation for class, students will receive a failing grade in the course.
* **Midterm Exam**:
  + Distributed in class on Monday, October 15th. Due back to instructor by midnight on Monday, October 29th.
  + Weight: 33% of final grade.
  + Students will take one take-home midterm exam. This exam will include both short answer and long form essay format questions that students will be expected to answer using information from readings covered in class. Students may use outside sources but are expected to engage with all relevant materials covered in the course as well. All sources must be documented in text and in footnotes/endnotes in accordance with a recognized citation format (APA, APSA, MLA, et cetera).
* **Final Exam**:
  + Distributed in class on Monday, December 3rd. Due by midnight on Friday, December 14th.
  + Weight: 33% of final grade.
  + This exam will be similar to the midterm and will include both short answer and long form essay format questions that students will be expected to answer using information from readings covered in class. Students may use outside sources but are expected to engage with all relevant materials covered in the course as well. All sources must be documented in text and in footnotes/endnotes in accordance with a recognized citation format (APA, APSA, MLA, et cetera). This exam **will be cumulative**, and so there may be questions covering material from anywhere in the class.

**Tentative Course Schedule**

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| **Date:** | **Topic** | **Format: Student Name = Assigned Reading** | **Assignments** |
| August 27th, 2018 | Course Introduction: What is this class and why care? | Weber. 1919. “Politics as Vocation”. Available online. <http://anthropos-lab.net/wp/wp-content/uploads/2011/12/Weber-Politics-as-a-Vocation.pdf>  <https://www.theguardian.com/commentisfree/2018/may/05/identity-politics-veered-ideals-kimberly-foster>  <https://www.forbes.com/sites/leliagowland/2018/06/27/how-your-overlapping-identities-can-affect-your-career/#1840a9ad45a3>  <https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html>  <https://www.nytimes.com/2016/12/15/us/politics/democrats-joe-biden-hillary-clinton.html> |  |
| September 3rd, 2018 | **LABOR DAY NO CLASS** | NA | NA |
| September 10th, 2018 | What is Identity? Groups and Politics | Bailee Tucker = Anderson, Benedict. Imagined Communities. Selected sections. See Dropbox.  Diala Qasem = Fearon. 1999. “What is Identity (As We Now Use the Word)?” <https://web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-.pdf>  Jennifer Mansfield = Bernstein, M. (2005). Identity politics. Annual Review of Sociology, 31, 47-74.  Mary Beth Howard = Finnemore and Sikkink. 2001. “Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics”. See Dropbox.  Olivia Bloss = Huntington. 1993. “The Clash of Civilizations”. *Foreign Affairs*. <https://msuweb.montclair.edu/~lebelp/SamuelHuntingtonTheClashOfCivilizations1993.pdf>  Tynesea Watts = Take a break this week |  |
| September 17th, 2018 | Representation in Theory | Pitkin. 1967. “The Concept of Representation”. Chapters 1, 2, 4, 5, 6. See Dropbox.  Bailee Tucker = Take a break this week  Diala Qasem = Chapter 1  Jennifer Mansfield = Chapter 2  Mary Beth Howard = Chapter 4  Olivia Bloss = Chapter 5  Tynesea Watts = Chapter 6 |  |
| September 24th, 2018 | How Gender Influences Politics | Bailee Tucker = Fox, Lawless, and Feely. 2001. “Gender and the Decision to Run for Office”. <https://www.jstor.org/stable/440330?seq=1#page_scan_tab_contents>  Diala Qasem = Take a break this week  Jennifer Mansfield = Fox, R. L., & Lawless, J. L. (2004). Entering the arena? Gender and the decision to run for office. American Journal of Political Science, 48(2), 264-280.  Mary Beth Howard = Lawless and Fox. 2013. “Girls Just Wanna Not Run”. See Dropbox.  Olivia Bloss = Monica C. Schneider, Mirya R Holman, Amanda B. Diekman, and Thomas McAndrew. “Power, Conflict, and Community: How Gendered Views of Political Power Influence Women’s Political Ambition.” *Political Psychology*.  Tynesea Watts = Barnes, Branton, and Cassese. 2017. "A Re-Examination of Women's Electoral Success in Open Seat Elections: the Conditioning Effect of Electoral Competition,” Journal of Women, Politics & Policy. 38(3): 298-317. |  |
| October 1st, 2018 |  | Bailee Tucker = Cassese, Barnes and Branton. 2014. “Racializing Gender: Public Opinion at the Intersection.” *Gender & Politics*  Diala Qasem = Barnes, Tiffany D., and Emily Beaulieu. 2014. “Gender Stereotypes and Corruption: How Candidates Affect Perceptions of Election Fraud.” *Politics & Gender* 10(03): 365–91.  Jennifer Mansfield = Take a break this week  Mary Beth Howard = Barnes and Burchard. 2013. “Engendering Politics: The Impact of Descriptive Representation on Women’s Political Engagement in Sub-Saharan Africa,” Comparative Political Studies, 46(7): 767-790.  Olivia Bloss = Miki Kittilson. 2008. “Representing Women: The Adoption of Family Leave in Comparative Perspective.” *Journal of Politics.*  Tynesea Watts = Eichenberg, R. C., & Stoll, R. J. (2012). Gender difference or parallel publics? The dynamics of defense spending opinions in the United States, 1965–2007. *Journal of conflict Resolution*, *56*(2), 331-348. |  |
| October 8th, 2018 | Intersectionality: Overlapping Identities | Bailee Tucker = Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. U. Chi. Legal F., 139. See Dropbox.  Diala Qasem = Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. Feminist theory, 9(1), 67-85.  Jennifer Mansfield = Barnes, Cassese, and Branton. 2015. "Racializing Gender: Public Opinion at the Intersection‬‬‬‬‬‬,” Politics & Gender, 11(1): 1-26, 2015.  Mary Beth Howard = Take a break this week  Olivia Bloss = Barnes and Cassese. 2017. "American Party Women: A Look at the Gender Gap within Parties," Political Research Quarterly, 70(1) 127-141, 2017.  Tynesea Watts = Clayton, D. M., & Stallings, A. M. (2000). Black women in Congress: Striking the balance. *Journal of Black Studies*, *30*(4), 574-603. |  |
| October 15th, 2018 | **MIDDLE OF TERM**  Race and Ethnicity | Bailee Tucker = Chandra. 2006. “What is Ethnic Identity and Why does it Matter?”. *Annual Review of Political Science*. See Dropbox.  Diala Qasem = Chandra. 2001. “Cumulative Findings in the Study of Ethnic Politics”. Pages 7 to 11.  <http://www.nyu.edu/gsas/dept/politics/faculty/chandra/apsa-cp2001.pdf>  Jennifer Mansfield = Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent `Yes'."  Mary Beth Howard = Htun, M. (2004). Is gender like ethnicity? The political representation of identity groups. Perspectives on Politics, 2(3), 439-458.  Olivia Bloss = Take a break this week  Tynesea Watts = Ewig, Christina. 2012. “The Strategic Use of Gender and Race in Peru's 2011 Presidential Campaign.” Politics and Gender 8(2): 267-274. | **Midterm Exam distributed to students** |
| October 22nd, 2018 | Class and Classism | Bailee Tucker = The Communist Manifesto. <https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>  Diala Qasem = Carnes, N., 2012. Does the numerical underrepresentation of the working class in Congress matter?. Legislative Studies Quarterly, 37(1), pp.5-34.  Jennifer Mansfield = Brady, H. E., Verba, S., & Schlozman, K. L. (1995). Beyond SES: A resource model of political participation. American Political Science Review, 89(2), 271-294.  Mary Beth Howard = Saxton and Barnes. Forthcoming. "Class and Unequal Representation in Latin America: Linking Descriptive and Symbolic Representation”. See Dropbox.  Olivia Bloss = Carnes, N., & Lupu, N. (2016). Do voters dislike working-class candidates? Voter biases and the descriptive underrepresentation of the working class. American Political Science Review, 110(4), 832-844. See Dropbox.  Tynesea Watts = Take a break this week. |  |
| October 29th, 2018 | LGBTQ+ Politics | Bailee Tucker = Take a break this week  Diala Qasem = Reynolds, A., 2013. Representation and rights: The impact of LGBT legislators in comparative perspective. American Political Science Review. 107(02), pp.259-274.  Jennifer Mansfield = Zein Murib, 2015, “Transgender: Examining an Emerging Political Identity Using Three Political Processes,” Politics, Groups and Identities 3 (3): 381-397  Mary Beth Howard = Lax, J.R. and Phillips, J.H., 2009. Gay rights in the states: Public opinion and policy responsiveness. American Political Science Review, 103(03), pp.367-386.  Olivia Bloss = Ortiz. 1993. “Creating Controversy: Essentialism and Constructivism and the Politics of Gay Identity”. <https://www.jstor.org/stable/1073388?seq=1#page_scan_tab_contents>  Tynesea Watts = Hooghe, M. and Meeusen, C., 2013. “Is same-sex marriage legislation related to attitudes toward homosexuality?” Sexuality Research and Social Policy, 10(4), pp.258-268. | **Midterm Exam due back to instructor** |
| November 5th, 2018 | Religion and Tolerance | Bailee Tucker = Ross, Michele. 2008. Oil, Islam and Women. *American Political Science Review* 102(1): 107–23.  Diala Qasem = Take a break this week  Jennifer Mansfield = Mala Htun and Laurel Weldon, 2015, “Religious Power, the State, Women’s Rights and Family Law,” Politics & Gender 11(3): 451-477.  Mary Beth Howard = Eisenstein, M. A. (2006). Rethinking the Relationship between Religion and Political Tolerance in the US. Political Behavior, 28(4), 327-348  Olivia Bloss = Burge, R. (2013). Using matching to investigate the relationship between religion and tolerance. Politics and Religion, 6(2), 264-281.  Tynesea Watts = Patrikios, S. (2008). American Republican religion? Disentangling the causal link between religion and politics in the US. Political Behavior, 30(3), 367-389. See Dropbox. |  |
| November 12th, 2018 | Identity and Political Institutions | Bailee Tucker = Carey, J. M., & Hix, S. (2011). The electoral sweet spot: Low‐magnitude proportional electoral systems. American Journal of Political Science, 55(2), 383-397.  Diala Qasem = Jones, M. P. (2009). Gender quotas, electoral laws, and the election of women: Evidence from the Latin American vanguard. Comparative political studies, 42(1), 56-81.  Jennifer Mansfield = Take a break this week  Mary Beth Howard = Paxton, P., Hughes, M. M., & Painter, M. A. (2010). Growth in women's political representation: A longitudinal exploration of democracy, electoral system and gender quotas. European Journal of Political Research, 49(1), 25-52.  Olivia Bloss = Htun, M., & Ossa, J. P. (2013). Political inclusion of marginalized groups: indigenous reservations and gender parity in Bolivia. *Politics, Groups, and Identities*, *1*(1), 4-25.  Tynesea Watts = Weldon, Steven A. 2006. "The institutional context of tolerance for ethnic minorities: A comparative, multilevel analysis of Western Europe." American journal of political science 50.2: 331-349. |  |
| November 19th, 2018 | Identity and Social Movements | Bailee Tucker = Della Porta, D., & Tarrow, S. (2005). Transnational processes and social activism: An introduction. Read introduction. <http://anthropology.msu.edu/anp336-us13/files/2013/06/5.1-Porta-and-Tarrow.pdf>  Diala Qasem = Murdie, A., & Peksen, D. (2015). Women and contentious politics: A global event-data approach to understanding women’s protest. Political Research Quarterly, 68(1), 180-192.  Jennifer Mansfield = Baldez, L. (2003). Women's movements and democratic transition in Chile, Brazil, East Germany, and Poland. Comparative Politics, 253-272.  Mary Beth Howard = Take a break this week  Olivia Bloss = Take a break this week  Tynesea Watts = Klandermans, P. G. (2014). Identity politics and politicized identities: Identity processes and the dynamics of protest. Political Psychology, 35(1), 1-22. |  |
| November 26th, 2018 | Conclusions and Course Wrap-Up | TBD. | NA |
| December 3rd, 2018 | **FINAL EXAM** | No class. Wiggle room for possible field trip. | **Final Exam distributed to students** |
| Wednesday, December 12th, 2018 | **FINAL EXAM DUE** | No class. Exam due by midnight. | **Final Exam due back to instructor** |
| December 14th, 2018 | **END OF FINALS WEEK** | NA | **NA** |