

Gov 234 WI
Politics of Equality: Hierarchies in Contemporary Life
Spring 2019

Course Description:

In this team-taught, 200-level class, students will have the opportunity to explore power and equality. The class will explore the ways that parts of our identity influence our experience of political life in areas such as political membership, criminal justice, education, and voting access. The class will integrate course material with student reflections on their own political development and will also bring in public officials and community activists to share their experience of contributing to public life. We will focus primarily on the United States, but will also put course themes in comparative perspective. The course is intended to fulfill the SSIH requirement.

Course Meeting Room and Time

Main Lecture: Tues. 1:00-3:00pm, KJ 102

Sections: Thur. 1:00-1:50pm

Section 1: KJ 104

Section 2: KJ 250

Section 3: KJ 224

Instructors:

Frank Anechiarico (Section 1)

fanechia@hamilton.edu

KJ 107

Office Hours: Wed 10:00-11:30am, Thurs. 2:00-3:30pm

Gbemende Johnson (Section 2)

gxjohnso@hamilton.edu

KJ 119

Office Hours: Wed 10:00-11:30am, Thurs 2:30-4:00pm

Heather Sullivan (Section 3)

hasulliv@hamilton.edu

KJ 118

Office Hours: Schedule an appt at <https://calendly.com/profsullivan>

Requirements:

Attendance and participation. We expect you to deeply engage with the course readings and think through the material we will cover both before and after class. This means that you should read

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Carefully and come to class with notes on the readings. Doing so will provide you with a strong foundation for class discussions. In class, we will have the opportunity to clarify ideas, challenge our interpretations, and compliment the course readings with additional information. If speaking in front of others feels intimidating, please come to office hours early in the semester so that we might brainstorm strategies to make participating feel more comfortable. Your participation grade will be based on factors such as attendance, tardiness, the regularity of high-quality contributions to class discussions, and the seriousness with which you take the collaborative activities.

Please turn off your cell phones, laptops, and other electronics when you enter the classroom. There are actually good reasons why being present and focused (rather than multitasking) and handwriting notes on paper (as opposed to typing them) will enhance your learning and thinking. See, for example, "[Media multitaskers pay mental price, Stanford study shows](#)," "[Why you should take notes by hand — not on a laptop](#)," and "What's Lost as Handwriting Fades." Please see us at the beginning of the semester if you need an accomodation.

Journal: One of the major writing assignments for this course is a semester-long journal. Far from a free-writing exercise, the journal will be a rigorous assignment in which you will deeply engage with the course readings. You will write a critical reflection each week that are rooted in the relevant readings/course material for that week (approximately 500 words per week). You have several options for how to structure each entry. Some entries may explain and evaluate a particular theme or strand of thought in a reading. Others may bring the reading into conversation with another body of ideas, such as news reporting of current events, other readings from the course, readings from another course, an outside speaker or film, or another extra-curricular activity or reading. You might answer how a reading is challenged or supported by some other body of ideas, or how themes in the reading are reflected in them. You can ask yourself, how can I evaluate outside information using course material and how can other bodies of ideas help me to evaluate an issue raised by the course reading? The most important detail: all journal entries should be evidence-based and include textual references and citations. The journal will be graded three times throughout the semester for 10%, 15%, and 15% of the course grade (thus, the combined journal grade represents 40% of your final grade). The journaling assignment is intended to build skills in reading and thinking critically.

Political Autobiography: The first week in the course, we are reading a variety of political autobiographies. By the first section meeting, each student should submit a 500 word narrative of their own political development. Here are few potential starting points: When and how did you become aware of politics? What issue or event made you aware of the exercise of political power and how it affects you and others? In the coming weeks we will consider circumstances under which people have been unheard and unseen. Have you experienced this or seen it occur? Have you had a moment when you have felt politically efficacious?

Current Event Presentations: Once during the semester, you will be required to find a current event that relates to the week's course material. You will find articles from two to three reputable news sources and write up a paragraph summarizing the current event and the series of

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discussion questions you plan to pose. This should be posted in the Blackboard discussion forum for your section Wednesday at 1pm. In your section, you will give an 5-7 minute presentation to the class and then open the discussion.

Event Analysis Paper: In furtherance of critical engagement between course content and current events, students will write a 5-6 page paper (excluding references) that examines a contemporary event through the lens of the authors and works discussed in the course. Examples of contemporary events include the debate over the Border Wall, the #MeToo Movement, Voting Rights, Police Shootings, and the NFL Kneeling Controversy. Students are required to develop a clear and detailed thesis that guides their discussion in their essay. Students must incorporate at least 3 scholarly sources from course syllabus and at least 3 scholarly sources outside of the syllabus. For example, what insight do these scholarly sources bring on our understanding of the contemporary events/debates? Can these sources help us understanding why some controversies tend to reemerge (i.e. immigration debate) in various forms and the nature of the conflict underlying these events? How can these sources help us understand the public's varied responses to contemporary events? Students can also incorporate news and journalistic sources as well (i.e. *New York Times*, *Washington Post*). Prior to submitting their essay, students will submit a draft introductory paragraph with their proposed thesis (approximately 5-8 sentences). In addition to the strength and cogency of your argument, we will also grade for grammar, mechanics, and proper citation practices. Students are required to revise this assignment.

Grades:

Participation	15%
Journals	40%
Political Autobiography	5%
Current Events Presentations	10%
Event Analysis Paper	30%

Expectations:

Promptness: It is essential that students submit papers on time to allow for timely feedback in advance of the subsequent writing assignment. Late papers will be penalized by 1/2 of a letter grade for every 24-hour period that they are late.

Honor Code: We expect all students to abide by the Honor Code. You may read Hamilton's Honor Code here: <http://www.hamilton.edu/student-handbook/studentconduct/honor-code>.

Reference and Citation Style: All writing should conform to the Chicago "Author-Date" style:

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https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Accommodations: Any student with a documented disability needing academic adjustments or accommodations should speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact Allen Harrison in the Dean of Students Office (Elihu Root House; 315.859.4021) who coordinates services for students with disabilities.

If you are struggling with the course, please come talk to one of us– the sooner we are made aware of potential problems, the more options we have for solutions.

Required Books:

- Barber, William J., and Jonathan Wilson-Hartgrove. 2016. *The Third Reconstruction: How a Moral Movement Is Overcoming the Politics of Division and Fear*. Boston: Beacon Press.
- Campbell, Andrea Louise. 2014. *Trapped in America's Safety Net: One Family's Struggle*. Chicago: University of Chicago Press.
- Larson, Doran. 2014. *Fourth City: Essays from the Prison in America*. East Lansing, Mich.: Michigan State University Press.
- Stuart, Forrest. 2017. *Down and Out and Under Arrest: Policing and Everyday Life on Skid Row*. Chicago: University of Chicago Press.

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Course Schedule:

Week 1: January 22 & 24 – Political Autobiography

Jefferson, Thomas. 1743-90. Autobiography.

http://avalon.law.yale.edu/19th_century/jeffauto.asp [read up to “I prepared a draught. . .”]

Douglass, Frederick. 1882. *The Life and Times of Frederick Douglass from 1817-1882*, written by himself.

<https://oll.libertyfund.org/titles/douglass-the-life-and-times-of-frederick-douglass-from-1817-1882> [chs. 1-4]

Chisholm, Shirley. 1970. *Unbought and Unbossed*. Boston: Houghton Mifflin. READ: “Introduction,” pp. 19-20; Ch. 7-8, pp. 82-106

Moore, Anne Elizabeth. 2017. *Body Horror: Capitalism, Fear, Misogyny, Jokes*. Chicago, IL: Curbside Splendor. READ: “The Presence of No Present”

****Political Autobiography due January 24****

Week 2: January 29 & 31 – Theories of Equality and Justice

Rawls, John. 1999. *A Theory of Justice*. Cambridge: Harvard University Press. Justice as Fairness, pp 3-18.[Blackboard]

Mills, Charles W. 2005. ““Ideal Theory” as Ideology.” *Hypatia*, 20(3): 166-182.

Pateman, Carole. 1988. *The Sexual Contract*. Stanford University Press Contracting In, pp.1-18. [Blackboard]

Recommended: “Social Contract Theory.” IEP: Internet Encyclopedia of Philosophy excerpts [Blackboard]

Week 3: February 5 & 7 – Theories of Equality and Justice

Bentham, Jeremy. 1823. *An Introduction to the Principles of Morals and Legislation*

<https://www.earlymoderntexts.com/assets/pdfs/bentham1780.pdf> [pp. 6-9]

Kant, Immanuel. 1785. *Groundwork for a Metaphysics of Morals*

<https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf> [from p.8 “We have a duty. . .” to end of chapter]

Posner, Richard. 1985. An Economic Theory of the Criminal Law. *Columbia Law Review* (Blackboard)

Week 4: February 12 & 14 – Theories of Equality and Justice

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Marx, Karl and Frederich Engels. 1848. "The Communist Manifesto"

Weil, David. 2014. *The Fissured Workplace: Why Work Became So Bad for So Many and What Can Be Done to Improve It*. Cambridge, Massachusetts: Harvard University Press. READ: Ch. 1 & Ch. 3 (Blackboard)

"Model Employee" in Moore, Anne Elizabeth. 2017. *Body Horror: Capitalism, Fear, Misogyny, Jokes*. Chicago, IL: Curbside Splendor.

Week 5: February 19 & 21 – Economic Class and the Welfare State

Campbell, Andrea Louise. 2014. *Trapped in America's Safety Net: One Family's Struggle*. Chicago: University of Chicago Press.

Week 6: February 26 & 28 – Women, Work, and Family

Sheryl Sandberg: Why We Have Too Few Women Leaders
<https://vimeo.com/58738232> (15 minute talk)

Fletcher, Joyce K. 1999. *Disappearing Acts: Gender, Power and Relational Practice at Work*. Cambridge, Mass.: MIT Press. READ: pp. 89-121

Markovits, Elizabeth K, and Susan Bickford. 2014. "Constructing Freedom: Institutional Pathways to Changing the Gender Division of Labor." *Perspectives on Politics* 12 (1):81-99.

Descartes, Lara, and Conrad P. Kottak. 2008. "Patrolling the Boundaries of Childhood in Middle-Class "Rurbia"." In *The Changing Landscape of Work and Family in the American Middle Class: Reports from the Field*, edited by Elizabeth Rudd and Lara Descartes, 141-156. Lanham: Lexington Books.

Miller, Claire Cain. 2018. "The Relentlessness of Modern Parenting." *The New York Times*, December 24, The Upshot.

Week 7: March 5 & 7 – Gender and Representation

Women in Congress: Statistics and Brief Overview. December 28, 2018. Congressional Research Services. [On Blackboard]

Fox, Richard L. and Jennifer L. Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition." *American Political Science Review*, 108(3):499-519. [On Blackboard]

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Voigt, Molly. 2015. "The Political Gender Gap: The Impact of Social Constructions of Gender on Political Ambition and Electoral Politics." pp 20-55 [On Blackboard]

Hawkesworth, Mary. 2003. "Congressional Enactments of Race-Gender: Toward a Theory of Race-Gendered Institutions." *American Political Science Review*, 97(4):529-550. [On Blackboard]

Week 8: March 12 & 14 – Voting and Democratic Access

Highton, Benjamin. 2017. "Voter identification laws and turnout in the United States." *Annual Review of Political Science* 20: 149-167.[On Blackboard]

Federal Appeals Court Strikes Down North Carolina Voter ID Requirement [On Blackboard]

Kleinfeld, Joshua. 2016."Securing Indian Voting Rights." *Harvard Law Review* 129, no. 6: 1731-1754 [On Blackboard]

"Many Native IDs Won't Be Accepted At North Dakota Polling Places." [On Blackboard]

"A New North Dakota Law Threatened Native American Votes. They Responded By Turning Out in Historic Numbers." [On Blackboard]

Spring Break

Week 9: April 2 & 4 – Social Control and Equality

Garland, David. 2002. *The Culture of Control* [Library electronic reserve]

Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. [Library electronic reserve]

Week 10: April 9 & 11 – Policing

Stuart, Forrest. 2017. *Down and Out and Under Arrest: Policing and Everyday Life on Skid Row*

Week 11: April 16 & 18 – Policing and Incarceration

Simonson, Jocelyn. 2016. "Copwatching" *California Law Review*. [Blackboard]

Larson, Doran. 2014. *Fourth City: Essays from the Prison in America*. [Part I]

Week 12: April 23 & 25 – Incarceration and Re-entry

Larson, Doran. 2014. *Fourth City: Essays from the Prison in America*. [Part II]

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Scott, Garry “Malachi” and Lisa Dettmer. 2107. “Inside Incarceration” *Race, Poverty and the Environment*

Laird, Lorelei. 2013. “Extended: Ex-offenders Face Tens of Thousands of Legal Restrictions, Bias and Limits on Their Rights” *ABA Journal*. [Blackboard]

Week 13: April 30 & May 2- Race, Crime, and National Identity

“Black, White, and Blue: Americans’ Attitudes on Race and Police. [On Blackboard]

Deep Racial, Partisan Divisions in Americans’ Views of Polices Officers. [On Blackboard]

Peffley, Mark, and Jeffrey Mondak. "Taking a Step Back. Racial Injustice in America." *Kentucky Law Journal* 105, no. 4 (2017): 5 [On Blackboard].

Huntington, Samuel. *The Promise of Disharmony*. Cambridge, MA: Harvard University Press. Chapters 1-2 [On Blackboard]

Week 14: May 7 & 9 – Social Movements

Barber, William J., and Jonathan Wilson-Hartgrove. 2016. *The Third Reconstruction: How a Moral Movement Is Overcoming the Politics of Division and Fear*. Boston: Beacon Press.