

# Introduction to American National Government | POL 201

Whitten Learning Center #170  
Tuesdays and Thursdays (3:30pm-4:45pm)  
Fall 2024

**Professor:** Matthew D. Nelsen

**Office hours:** Email me to set up an appointment

**Office:** 1300 Campo Sano

**Email:** mdn475@miami.edu

## **Course Description**

This course examines the fundamental tenants of American democracy, including the roots of our political institutions, the importance of political participation, and the origins of our individual political preferences. In the process, we will not shy away from difficult conversations about the imperfect nature of American elections, hyperpolarization, and inequities that emerge along the lines of race, gender, class, and sexuality. To do this, we will engage with a variety of texts, podcasts, and documentaries, including those that push us to reflect upon the ways in which American democracy has oftentimes failed to live up to its ideals. Thus, in addition to reading texts that examine classic topics such as congress, the presidency, and national elections, we will also engage with topics such as mass incarceration, policing, and forms of political participation that occur outside of political institutions (e.g., protests, boycotts, and political art).

While the course takes a critical perspective, it is also meant to be an empowering civic learning experience for all those who enroll. You will not be an expert on American politics at the end of this course. However, the course will provide you with some basic knowledge, tools, dispositions for analyzing American politics, and will create opportunities to reflect upon the ways in which individuals can participate in the political process.

## **Student Learning Outcomes**

By successfully completing this course, students will be able to...

- Identify key concepts related to American political behavior and institutions
- Explain how race, gender, class, geography, and other facets of identity contribute to how individuals engage in political processes
- Engage in substantive conversations about important topics related to American national government (this includes asking clarifying questions, taking positions while invoking legitimate evidence, encouraging others to share their thoughts, and synthesizing the contributions of others)

## **Course Policies**

### *Grading Policies*

This course provides the opportunity for informed discussion of ideas pertaining to American politics. In order to be a productive participant in an informed discussion, you need to be prepared

for class. If you are not prepared for class, you not only undermine your own learning, you also lower (or at least do not help to elevate) the overall level of the discussion, and thus detract from the learning experience of others. Make sure to budget your time so that you have enough time to engage with the assigned materials before class. You are expected to read the required texts and engage with other assigned materials (e.g., podcasts and documentaries) before each class meeting. These materials will be uploaded to Blackboard prior to the start of the semester.

Assignments must be turned in by their assigned deadline or receive a half letter grade penalty for each day they are late. Of course, you should always prioritize your physical, mental, and emotional well-being, especially during these unprecedented times (see below). You should expect feedback on your assignments as well as number of points earned within a week after submission. For all assignments, I will use a rubric for grading that you will receive ahead of time. Following each assignment, I will also provide an overview of grade distributions in order to maintain transparency and to ensure that grades do not reflect or reinforce existing societal inequities. I will not accept any assignment for credit after the last day of the semester.

At the end of the semester, I will convert points to letter grades using the following scale:

- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- 59 or less = F

### *Navigating School During a Pandemic*

These are unprecedented times. Let us all acknowledge this and prioritize taking care of ourselves and one another. I am happy adjust course materials and expectations as much as possible while still pursuing our main learning objectives. Please check in with me if you're struggling. I'm happy to be flexible and to explore ways to ensure you successfully navigate the course. However, I need to have some idea what is going in order to be helpful.

### *Academic Integrity*

While the work you submit for class should engage with course materials, I will not accept assignments that include plagiarism. The University of Miami defines plagiarism as “representing the words or ideas of someone else as your own. Examples include, but are not limited to, failing to properly cite direct quotes, and failing to give credit for someone else's ideas.” Synthesizing someone else's ideas into your own words is fine, but you should still include a citation to be safe.

You can read more about the university's academic integrity policies by clicking on the following link: <https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html>.

### *Recording Policy*

Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the university. Any recordings will be available to students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

Professor Nelsen is the copyright owner of the courseware; individual recordings of the materials on Blackboard and/or of virtual sessions (i.e., class held on Zoom) are not allowed; such materials cannot be shared outside the physical or virtual classroom environment.

### *Participation*

Informed participation in discussions is required of each student. The *quality* of participation will weigh more heavily than the *quantity* of participation. This course *is* an exercise in democracy, so it is essential to find ways to engage in discourse with individuals who may not share your perspective of ideological predispositions. In the process, I commit to fostering an environment that is inclusive for all voices. However, I am also committed to facilitating conversations that do not rearticulate existing inequalities or violate the norms of pluralist democracy. We will discuss acceptable forms, styles, and levels of participation during the first week of class. Students who are concerned about this course requirement, due to shyness or for any other reason, are encouraged to meet with me at the beginning of the semester to discuss individual strategies for meeting this course requirement. However, I will provide opportunities for individual reflection throughout the course that will also contribute to the overall participation grade.

### *Religious Holidays and Other Excused Absences*

Please let me know about any absences due to religious holidays during the first two weeks of class so we can be proactive about making sure that you stay on track. Of course, personal emergencies and illness arise unexpectedly. Your physical, mental, and emotional health should be prioritized. The sooner you let me know about an impending absence, the quicker we can make accommodations to help you complete the course while navigating other obligations.

### *Accommodations*

If you have a disability concern and/or accommodation, talk to me the first week of class in office hours or over email. If you haven't already, familiarize yourself with the services available through the Camner Center: <http://camnercenter.miami.edu>.

### *A Note on Positionality*

I believe that it is impossible to provide a comprehensive account of American politics without centering racial and ethnic identity. As a white person who specializes in the study of race, ethnicity, and politics in the United States, I can be a source of knowledge about ongoing social and academic debates pertaining to these topics. However, students are encouraged to bring their own expertise and lived experiences to the conversation as a means of building upon/critiquing this academic discourse. Though I believe it is the responsibility of everyone to talk about racism, racial inequities, and potential remedies to address these injustices, it is also critical to recognize that the knowledge associated with mastering a subfield is distinct from the knowledge that derives from the lived experiences of marginalized groups.

### **Graded Assignments**

#### *Class Participation (50 points)*

Your attendance and quality of participation in each class session will be taken into consideration as part of your final grade (See Participation Rubric). This will include your willingness to engage in small group discussions, ask questions, and share perspectives (either during lectures, office hours, or in email exchanges with the professor). While I will not take daily attendance, each day will include digital games and polls that I will use to gauge how frequently you attend class.

#### *Harkness Discussions (50 points)*

In lieu of a midterm exam and weekly quizzes, you will participate in three, 15-minute Harkness discussions over the course of the semester in your designated 10-person, state delegations. These conversations are designed to give you and your peers the opportunity to react to discussion questions while invoking course materials. I will observe and evaluate the discussions but will not be an active participant. You all are in the driver's seat! Harkness discussions will be held at the end of each module during 15-minute segments within the designated class period and will. You will be given class time each week to prepare for the Harkness within your designated state delegations. Each Harkness discussion is worth 25 points. **I will drop your lowest Harkness score before submitting final grades.** If you are unable to attend your designated Harkness discussion time, you may choose to take a 0 or to set up a one-on-one meeting with the professor to discuss the content for the module.

#### *Final Exam (100 points)*

Your final exam will be an open book, open note exam that you will take online during the designated exam period. The exam will include 45 multiple choice questions (worth two points apiece) that will assess your knowledge of key course concepts in American national government. The exam will also include one reflective, short-answer question that will be worth 10 points.

- 50 multiple choice x 2 points (90 points)
- **Total: 100 points**

## **Required Texts**

There are no required books for this class. However, a subscription to a reputable daily newspaper such as the New York Times or the Washington Post is strongly encouraged. Student subscriptions to the New York Times are free through the University of Miami library.

### **Module 1: The Roots of American Democracy**

#### **August 20<sup>th</sup> and 22<sup>nd</sup>, 2024: Introduction and Course Overview**

Camp, Emma. 2022. "Opinion | I Came to College Eager to Debate. I Found Self-Censorship Instead." *The New York Times*, March 7, 2022, sec. Opinion. <https://www.nytimes.com/2022/03/07/opinion/campus-speech-cancel-culture.html>. (2 pages)

Francis, Megan Ming. 2022. "Can Black Lives Matter within U.S. Democracy?" *The ANNALS of the American Academy of Political and Social Science* 699 (1): 186–99. <https://doi.org/10.1177/00027162221078340>. (11 pages)

Barbaro, Michael, Sofia Nelson, Rikki Novetsky, Alex Stern, Lynsea Garrison, Diana Nguyen, Rob Szytko, et al. 2024. "She Used to Be Friends With JD Vance." *The New York Times*, August 5, 2024, sec. Podcasts. <https://www.nytimes.com/2024/08/05/podcasts/the-daily/vance-friend-sofia-nelson.html>. (40 minutes)

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#### **August 27<sup>th</sup> and 29<sup>th</sup>, 2024: American Folklore (The Founding)**

"Declaration of Independence: A Transcription." 2015. National Archives. November 1, 2015. <https://www.archives.gov/founding-docs/declaration-transcript>. (7 pages)

Quinney, John W. 1854. "1854 Fourth of July Speech by Wise Mahican John W. Quinney." *White Raven Archives Project* (blog). 1854. (8 pages)

Stanton, Elizabeth. 1882. "'The Solitude of Self': Stanton Appeals for Women's Rights." 1882. <http://historymatters.gmu.edu/d/5315/>. (5 pages)

Davis, Angela Y. 1983. *Women, Race, & Class*. 1st Vintage Books ed edition. New York: Vintage. (28 pages)

NPR. 2019. "Founding Documents: Declaration of Independence." *Civics 101: A Podcast*. Accessed August 20, 2021. <https://www.civics101podcast.org/civics-101-episodes/declaration>. (28 minutes)

NPR. 2020. "The Declaration Revisited: Black Americans." *Civics 101: A Podcast*. Accessed August 25, 2021. <https://www.civics101podcast.org/civics-101-episodes/declarationblackamericans>. (15 minutes)

NPR. 2020. "The Declaration Revisited: Native Americans." *Civics 101: A Podcast*. Accessed August 25, 2021. <https://www.civics101podcast.org/civics-101-episodes/declarationnativeamericans>. (15 minutes)

NPR. 2020. "VIDEO: Frederick Douglass' Descendants Deliver His 'Fourth Of July' Speech." NPR.Org. Accessed August 25, 2020. <https://www.npr.org/2020/07/03/884832594/video-frederick-douglass-descendants-read-his-fourth-of-july-speech>. (7 minutes)

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#### **September 3<sup>rd</sup>, 2024: American Folklore (A Nation of Immigrants)**

Hunter, Walt. 2018. "The Story Behind the Poem on the Statue of Liberty - The Atlantic." 2018. <https://www.theatlantic.com/entertainment/archive/2018/01/the-story-behind-the-poem-on-the-statue-of-liberty/550553/>. (8 pages)

Lazarus, Emma. 1883. "The New Colossus - Statue Of Liberty National Monument (U.S. National Park Service)." 1883. <https://www.nps.gov/stli/learn/historyculture/colossus.htm>. (1 page)

Ngai, Mae M. 2014. *Impossible Subjects: Illegal Aliens and the Making of Modern America - Updated Edition*. (25 pages)

NPR. 2020. "Our Pulitzer-Winning Episode." This American Life. May 13, 2020. <https://www.thisamericanlife.org/704/our-pulitzer-winning-episode>. (53 minutes)

**September 5<sup>th</sup>, 2024: Asynchronous Learning**

Cluisiau, Christina and Shaul Schwarz. 2020. *Immigration Nation (Episode One: Installing Fear)*. Netflix. (60-Minutes on Netflix)

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**September 10<sup>th</sup>, 2024: No Class (Dr. Nelsen at a conference)**

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**September 12<sup>th</sup>, 2024: The Political Stakes of American Folklore**

Hannah-Jones, Nikole. 2021. "America Wasn't a Democracy, Until Black Americans Made It One" in *The 1619 Project: A New Origin Story*. Edited by Caitlin Roper, Ilena Silverman, and Jake Silverstein. New York: One World. (Pages 8-36; 28 pages)

Jefferson, Hakeem. 2021. "Storming The U.S. Capitol Was About Maintaining White Power In America." *FiveThirtyEight* (blog). January 8, 2021. <https://fivethirtyeight.com/features/storming-the-u-s-capitol-was-about-maintaining-white-power-in-america/>. (6 pages)

Nelsen, Matthew. 2021. "Analysis | Serious Historians Are Criticizing Trump's 1776 Report. It's How Most U.S. History Is Already Taught." *Washington Post*, 2021. <https://www.washingtonpost.com/politics/2021/01/28/trumps-1776-report-is-getting-lot-criticism-its-how-most-us-history-is-already-being-taught/>. (3 pages)

Tillery, Alvin B. 2021. "Analysis | Would the Founding Fathers Support Critical Race Theory?" *Washington Post*. Accessed August 30, 2021. <https://www.washingtonpost.com/politics/2021/06/30/would-founding-fathers-support-critical-race-theory/>. (3 pages)

Klein, Ezra, Nikole Hannah-Jones, and Ta-Nehisi Coates. 2021. "The Ezra Klein Show: Nikole Hannah-Jones and Ta-Nehisi Coates on the Fight Over U.S. History on Apple Podcasts." Apple Podcasts. Accessed August 30, 2021. <https://podcasts.apple.com/us/podcast/nikole-hannah-jones-and-ta-nehisi-coates-on-the/id1548604447?i=1000530493907>. (77 minutes)

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**September 17<sup>th</sup>, 2024**  
*Module 1 Harkness*

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## **Module 2: Political Behavior**

**September 19<sup>th</sup>, 2024: Civil Society and Political Engagement**

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. (18 pages)

Nelsen, Matthew D and Cathy J. Cohen. 2022. [“Reassessing the Civic Health of Chicago”](#) in *Changing the Frame: Civic Engagement Through a Racial Equity Lens* (Institute for Research on Race and Public Policy at the University of Illinois Chicago) (3 pages)

NPR. 2020a. “Civic Action: Voting, Part 1.” Civics 101: A Podcast. 2020. <https://www.civics101podcast.org/civics-101-episodes/votingpt1>. (24 minutes)

NPR. 2020b. “Civic Action: Voting, Part 2.” Civics 101: A Podcast. 2020. <https://www.civics101podcast.org/civics-101-episodes/votept2>. (20 minutes)

Barbaro, Michael, Jessica Cheung, Eric Krupke, Michael Simon Johnson, Lisa Tobin, Dan Powell, Marion Lozano, and Chris Wood. 2021. “The School Board Wars, Part 1.” *The New York Times*. <https://www.nytimes.com/2021/11/16/podcasts/the-daily/school-boards-mask-mandates-crt-bucks-county.html>. (44 minutes)

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### September 24<sup>th</sup> and 26<sup>th</sup>, 2024: How Interest Groups & Social Movements Shape Public Opinion

Lacombe, Matthew J. 2018. “Analysis | This Is How the NRA ‘politically Weaponized’ Its Membership.” Accessed August 30, 2021. <https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/11/this-is-how-the-nra-politically-weaponized-its-membership/>. (3 pages)

Johnson, Adam. 2024. “Unions Demanding an End to Israel Military Aid Is a Welcome Escalation.” In *These Times*. July 26, 2024. <https://inthesetimes.com/article/labor-unions-israel-gaza-biden-harris>. (5 pages)

Nehamas, Nicholas, and Reid J. Epstein. 2024. “‘Uncommitted’ Draws Strong Support Against Biden in Minnesota.” *The New York Times*, March 6, 2024, sec. U.S. <https://www.nytimes.com/2024/03/05/us/politics/biden-uncommitted-protest-vote-minnesota.html>. (6 pages)

Tavernise, Sabrina, Jennifer Medina, Asthaa Chaturvedi, Clare Toeniskoetter, Jessica Cheung, Summer Thomad, Sydney Harper, et al. 2024. “The Voters Willing to Abandon Biden Over Gaza.” *The New York Times*, February 27, 2024, sec. Podcasts. <https://www.nytimes.com/2024/02/27/podcasts/the-daily/biden-gaza-voters.html>. (35 minutes)

Chudy, Jennifer, and Hakeem Jefferson. 2021. “Opinion | Support for Black Lives Matter Surged Last Year. Did It Last?” *The New York Times*, May 22, 2021, sec. Opinion. <https://www.nytimes.com/2021/05/22/opinion/blm-movement-protests-support.html>. (4 pages)

*The New York Times*. 2021. “The Trial of Derek Chauvin,” March 29, 2021, sec. Podcasts. <https://www.nytimes.com/2021/03/29/podcasts/the-daily/george-floyd-derek-chauvin-trial.html>. (32 minutes)

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### October 1<sup>st</sup> and 3<sup>rd</sup>, 2024: Political Parties and Elections

Farhi, Paul. 2012. “Do Campaigns Really Change Voters’ Minds?” *Washington Post*, July 6, 2012, sec. Opinions. [https://www.washingtonpost.com/opinions/do-campaigns-really-change-voters-minds/2012/07/06/gJQAEIjyRW\\_story.html](https://www.washingtonpost.com/opinions/do-campaigns-really-change-voters-minds/2012/07/06/gJQAEIjyRW_story.html). (3 pages)

Brown, Nadia. 2021. “Analysis | Stacey Abrams’s Success in Georgia Builds on Generations of Black Women’s Organizing.” *Washington Post*. Accessed August 30, 2021. <https://www.washingtonpost.com/politics/2020/12/10/stacey-abramss-success-georgia-builds-generations-black-womens-organizing/>. (3 pages)

Jefferson, Hakeem. 2020. "How The Two-Party System Obscures The Complexity Of Black Americans' Politics." *FiveThirtyEight* (blog). October 6, 2020. <https://fivethirtyeight.com/features/how-the-two-party-system-obscures-the-complexity-of-black-americans-politics/>. (7 pages)

Schickler, Eric. 2018. "Debunking the Myth That 'Identity Politics' Is Bad for the Democratic Party." Vox. April 16, 2018. <https://www.vox.com/the-big-idea/2018/4/16/17242748/identity-politics-racial-justice-democratic-party-lilla-traub-trump>.

Ramanathan, Kumar and Matthew D. Nelsen. November 4, 2022. "[Can young voters help Democrats hold Congress?](#)" *The Washington Post*.

Levitz, Eric. 2024. "Would Picking Josh Shapiro Actually Help Harris in Pennsylvania?" Vox. July 31, 2024. <https://www.vox.com/politics/363899/kamala-harris-vp-pick-josh-shapiro-walz-kelly>. (10 pages)

Barbaro, Michael, Reid J. Epstein, Jessica Cheung, Stella Tan, Rob Szytko, Lynsea Garrison, Rachel Quester, et al. 2024. "Dispatches From a Kamala Harris Field Office." *The New York Times*, August 8, 2024, sec. Podcasts. <https://www.nytimes.com/2024/08/08/podcasts/the-daily/kamala-harris-democrats.html>. (38 minutes)

Barbaro, Michael, Jonathan Swan, Rob Szytko, Clare Toeniskoetter, Diana Nguyen, Luke Vander Ploeg, Patricia Willens, et al. 2024. "Inside the Three Worst Weeks of Trump's Campaign." *The New York Times*, August 12, 2024, sec. Podcasts. <https://www.nytimes.com/2024/08/12/podcasts/the-daily/trump-campaign-harris.html>. (34 minutes)

**October 10<sup>th</sup>, 2024: Module 2 Harkness**

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**October 15<sup>th</sup>, 2024: No Class (Fall Break)**

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### **Module 3: Political Institutions**

**October 17<sup>th</sup>, 2024: Federalism and its Limits**

"Starter Kit: Federalism." 2019. Civics 101: A Podcast. July 30, 2019. <https://www.civics101podcast.org/civics-101-episodes/federalism>.

Show', 'The Ezra Klein. 2022. "Opinion | There's Been a Massive Change in Where American Policy Gets Made." *The New York Times*, December 6, 2022, sec. Opinion. <https://www.nytimes.com/2022/12/06/opinion/ezra-klein-podcast-jacob-grumbach.html>. (90 minutes)

Barbaro, Michael, Mary Wilson, Luke Vander Ploeg, Rob Szytko, Rachel Quester, Liz O. Baylen, Marion Lozano, Diane Wong, Rowan Niemisto, and Chris Wood. 2023. "The Election That Could Reshape Wisconsin, and the Country." *The New York Times*, April 4, 2023, sec. Podcasts. <https://www.nytimes.com/2023/04/04/podcasts/the-daily/wisconsin-supreme-court-election-abortion-democracy.html>. (29 minutes)

Bosman, Julie. 2023. "Justices in Wisconsin Order New Legislative Maps." *The New York Times*, December 22, 2023, sec. U.S. <https://www.nytimes.com/2023/12/22/us/wisconsin-redistricting-maps-gerrymander.html>. (4 pages)

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**October 22<sup>nd</sup> and 24<sup>th</sup>, 2024: Congress**

NPR. 2018. "Starter Kit: Legislative Branch." Civics 101: A Podcast. 2018. <https://www.civics101podcast.org/civics-101-episodes/legislativebranch>. (24 minutes)



NPR. 2018. "Midterm Edition: House v Senate." Civics 101: A Podcast. Accessed September 25, 2020.  
<https://www.civics101podcast.org/civics-101-episodes/housevsenate>. (25 minutes)

Huder, Joshua. 2023. "Speaker Nancy Pelosi: A Master of the House." *The Forum* 21 (2): 141–61.  
<https://doi.org/10.1515/for-2023-2012>.

Barbaro, Michael, Rachel Quester, Diana Nguyen, Mooj Zadie, Asthaa Chaturvedi, Marc Georges, Paige Cowett, Dan Powell, Marion Lozano, and Chris Wood. 2023. "Speaker McCarthy. But at What Cost?" *The New York Times*, January 9, 2023, sec. Podcasts. <https://www.nytimes.com/2023/01/09/podcasts/the-daily/kevin-mccarthy-republicans-house.html>. (35 minutes)

Barbaro, Michael, Rachel Quester, Diana Nguyen, Mooj Zadie, Asthaa Chaturvedi, Marc Georges, Paige Cowett, Dan Powell, Marion Lozano, and Chris Wood. 2023. "Speaker McCarthy. But at What Cost?" *The New York Times*, January 9, 2023, sec. Podcasts. <https://www.nytimes.com/2023/01/09/podcasts/the-daily/kevin-mccarthy-republicans-house.html>. (28 minutes)

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### October 29<sup>th</sup> and October 31<sup>st</sup>, 2024: Presidential Party Building and Presidential Time (The Presidency)

"Starter Kit: Executive Branch." 2019. Civics 101: A Podcast. July 9, 2019.  
<https://www.civics101podcast.org/civics-101-episodes/executivebranch>. (20 minutes)

Galvin, Daniel J. and Josh Vincent. 2021. "Joe Biden Might Invest in Building the Democratic Party. Here's Why That Matters. - The Washington Post." Accessed August 30, 2021.  
<https://www.washingtonpost.com/politics/2021/01/21/democratic-presidents-have-traditionally-hurt-their-parties-joe-biden-may-be-different/>. (3 pages)

Goldberg, Michelle. 2021. "Opinion | The First Post-Reagan Presidency." *The New York Times*, January 29, 2021, sec. Opinion. <https://www.nytimes.com/2021/01/28/opinion/biden-president-progressive.html>. (4 pages)

Kreitner, Richard. 2020. "What History Tells Us About Trump's Implosion and Biden's Opportunity," October 12, 2020. <https://www.thenation.com/article/politics/interview-stephen-skowronek/>. (18 pages)

Barbaro, Michael, Peter Baker, Jessica Cheung, Shannon M. Lin, Sydney Harper, Olivia Natt, Carlos Prieto, et al. 2024. "Joe Biden Drops Out." *The New York Times*, July 22, 2024, sec. Podcasts.  
<https://www.nytimes.com/2024/07/22/podcasts/the-daily/biden-drops-out.html>. (32 minutes)

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### November 5<sup>th</sup>, 2024: Asynchronous Leaning | Go Vote!

Lears, Rachel. 2019. *Knock Down the House*. Netflix. (86 minutes)

*Share a post on Blackboard (be it a photo or a reflection) that captures how your engaging in the democratic process today. Did you cast a ballot? Did you work as a poll worker? Did you encourage friends to vote? Share what you did!*

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### November 7<sup>th</sup>, 2024: The Supreme Court

Civics 101: A Podcast. "Starter Kit: Judicial Branch." Accessed January 14, 2023.  
<https://www.civics101podcast.org/civics-101-episodes/judicialbranch>. (20 minutes)

Tavernise, Sabrina, Diana Nguyen, Asthaa Chaturvedi, Rob Szytko, Paige Cowett, Marion Lozano, and Chris Wood. "Another Momentous Term for the Supreme Court." *The New York Times*, October 4, 2022, sec.

Podcasts. <https://www.nytimes.com/2022/10/04/podcasts/the-daily/supreme-court-conservative-affirmative-action.html>. (31 minutes)

Barbaro, Michael, Rob Szytko, Eric Krupke, Sydney Harper, Carlos Prieto, Lisa Chow, Marc Georges, et al. "Special Episode: Roe v. Wade Is Overturned." *The New York Times*, June 25, 2022, sec. Podcasts. <https://www.nytimes.com/2022/06/25/podcasts/the-daily/roe-wade-abortion-supreme-court.html>. (31 minutes)

Kitroeff, Natalie, Rikki Novetsky, Nina Feldman, Asthaa Chaturvedi, Eric Krupke, Paige Cowett, Lexie Diao, Dan Powell, Marion Lozano, and Alyssa Moxley. 2023. "How Clarence Thomas Came to Reject Affirmative Action." *The New York Times*, July 14, 2023, sec. Podcasts. <https://www.nytimes.com/2023/07/14/podcasts/the-daily/clarence-thomas-affirmative-action-sctus.html>. (31 minutes)

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### November 12<sup>th</sup> and 14<sup>th</sup>, 2024: The Carceral State

Alexander, Michelle. 2020. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 10th Anniversary ed. edition. The New Press. (19 pages)

Burch, Traci. 2013. *Trading Democracy for Justice: Criminal Convictions and the Decline of Neighborhood Political Participation*. Illustrated edition. Chicago; London: University of Chicago Press. (12 pages)

Soss, Joe, and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race—Class Subjugated Communities." *Annual Review of Political Science* 20 (1): 565–91. <https://doi.org/10.1146/annurev-polisci-060415-093825>. (20 pages)

DuVernay, Ava. 2016. *13th*. Netflix. (90 Minutes in class)

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### November 19<sup>th</sup>, 2024: The Case for Reparations and the Future of American Democracy

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>. (Sections I, II, IV, V; 20 pages)

Herndon, Astead W. 2021. "A City's Step Toward Reparations." *The New York Times*, July 12, 2021, sec. Podcasts. <https://www.nytimes.com/2021/07/12/podcasts/the-daily/evanston-racial-reparations.html>. (40 minutes)

Newton, Monique, and Matthew D Nelsen. 2024. "The Politics of Expedience: Evanston, Illinois, and the Fight for Reparations." *RSF* 10 (2): 114–39. (25 pages)

### November 21<sup>st</sup>, 2024: *Harkness 3*

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### November 26<sup>th</sup> and 28<sup>th</sup>, 2024: No Class—Thanksgiving Break

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### December 3<sup>rd</sup>, 2024: Review for Final Exam

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### December 11<sup>th</sup>, 2024: Final Exam Due

Final exams must be submitted via Blackboard by 5:00pm (EST).