

Introduction to American Politics:

Using social movements to understand the tenets of American Politics

Spring 2022

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OVERVIEW

Our primary goal in this course is to become **more informed and engaged members of our communities** through learning about the **history, theories, science, and skills of politics**. In order to do this, we will use three recent social movements: the 1960's Civil Rights Movement (CRM); March For Our Lives (M4OL); and the Pro-life Movement (PLM) to examine the institutions, core principles, and forces of American politics. Each week we will have three broad goals: first, we will explore the **foundational thinking** about a particular key institution or concept in American government. Second, we will examine **contemporary political science** that explains theories on the functioning and impact of the weekly topic. Our understanding of the foundation and political science will inform our third goal: applying our political science knowledge to evaluate the goals, achievements, and missed opportunities of each movement. We will also use the real-world occurrences of CRM, PLM, and M4OL to **question assumptions of the founders and of political scientists**. The course is built around the following essential questions:

- How have the **structures and institutions** of American government **changed over time**?
- How do the structures and institutions of American government influence **the pace of social and political change over time**?
- To what extent are American **institutions conducive to achieving equality and equity** among Americans?
- Given the goals in our founding documents, how should we **balance civil rights and civil liberties** in American government and politics? How has this changed over time?

In addition to learning about American politics and the social movements, we will **also improve our abilities to read, write, analyze, and converse in the social sciences**. Specifically, we meet the expectations of a writing engaged course by enhancing our ability to:

- Employ the **norms of writing and argumentation** in social science
- Locate and evaluate the **relevance and credibility of primary and secondary sources** typical to social science writing
- Effectively **incorporate primary and secondary sources** to support arguments about social science phenomena
- Develop habits of **drafting, seeking feedback, and revising** our writing

We will discuss strategies for digesting social science efficiently, and how to apply the principals of political science to be effective [leaders for the common good and social justice](#) through the avenues and policies that interest us most. We will also practice engaging in informed and constructive dialogue with our peers.

ASSIGNMENTS

There are **four categories of assignments** in this course: **reading responses, annotated bibliographies, draft memos** making incremental progress towards your final paper, and the **final paper** itself.

Reading reflections

Students must complete reading reflections for 6 of the 14 weeks. Reading reflections consist of 5-10 sentences summarizing the themes of the readings/videos and 2-3 questions highlight connections among the readings or concepts that were confusing. Reading reflections **are due by 8am** the day we have class and should be posted to the discussion board on Canvas. Criteria for success for the reading reflections will be posted on our course Canvas page and discussed the first week of class.

Developing your own social movement

To practice thinking and writing like a social scientist, students will **develop a plan for a building their own social movement**. You will have the opportunity to identify a policy problem of your choosing, study its history, and propose a solution for addressing it. More detailed descriptions of each assignment and the rubrics I will use to score them are on Canvas and will be discussed in class. Assignments should be submitted via Canvas.

Scoring details

Assignment	Percentage of grade
Academic Engagement	10%
6 reading reflections	3% each for a total of 18%
2 Annotated bibliographies	5% each for a total of 10%
Problem memo	8%
Goals memo	10%
Political strategy & analysis memo	12%
Final paper	32%

Assignment deadline overview

All assignments are due by 5pm via Dropbox in a Microsoft word document.

Assignment	Deadline
6 reading reflections	3 must be completed by Spring break, all completed by end of semester
Annotated bibliography: policy history	February 3, 2023
Memo draft: identifying the problem	February 17, 2023
Final Memo: identifying the problem	February 26, 2023
Annotated bibliography: movement goals	March 10, 2023
Memo draft: movement goals	March 24, 2023
Final Memo: movement goals	April 3, 2023
Memo draft: Political strategy & analysis	April 14, 2023
Final memo: Political strategy & analysis	April 28, 2023
Final paper	TBD based on exam schedule

Late work policy

All students may have an **automatic 48-hour extension on any final memo or final project assignment**. Students may automatically assume they can use the 48-hour extension. This is intended to give you the flexibility to manage your own time and any unexpected challenges that might arise throughout the semester. Assignments turned in after the 48 hour extension will

Because students have a choice on when to complete **reading responses**, they must be **submitted by (TBD time based on class timing) on the day of class that readings are due. Responses submitted after (TBD TIME) will not count towards the total.**

EXPECTATIONS

I see my role as learning alongside my students as we explore the nuances of American politics, and therefore believe that as students and teacher we should have mutually reinforcing expectations of one another.

What you can expect from me

I won't always know the right answer, but my training as an academic prepares me to structure our conversation around key findings in social science and, when I don't know the answer to something, to find it quickly. You can expect me to bring **enthusiasm, curiosity, and clear expectations** for our daily objectives to each of our sessions. I am also committed to being **transparent about my expectations** for our assignments to ensure that all students, regardless of their past experiences with political science, are prepared to excel in my course. I am excited to **collaborate** with students if and when they are considering political science as a potential major, including discussing how the skills central to the discipline apply to different post-graduate careers. Finally, I am committed to creating a classroom environment in which students feel comfortable bringing their full identity to rigorous, empirically grounded debate. I welcome suggestions on how to ensure our classroom is a welcoming and rigorous space for all.

What I expect of you

Our class is structured such that the more effort and curiosity students bring to the class, the more you will get out of it. I expect students to evaluate what interests them about our content and to allocate their time and attention accordingly. Students should complete all reading and video assignments before the start of class. **Participation** is a basic expectation of the course, and I expect all students to **contribute to the intellectual climate** of the course through offering opinions in class, thinking through questions in their reading assignments, participating actively in small group discussions and simulations, and attending office hours. I also expect students to reach out when they need additional support or guidance beyond what I have provided. Students should critically examine our readings and question the premises, methods, and data in everything we review. Finally, I expect students to **provide constructive feedback** on the structure and content of our course through mid-semester and end of semester course evaluations. You can learn more about final course evaluations [here](#).

A note on language and course content

We are studying American politics through the lens of three social movements, each of which engages with many emotional and hotly contested political issues, views, and values. Our goal is not to evaluate the value of the movements, but to understand the **strategies that activists, voters, and politicians have used to achieve their desired outcomes**. I use the names each of the movements has conventionally used to describe themselves. This does not preclude us discussing the political implications of these names themselves but is rather necessary for the simplicity of describing our course.

To learn about politics and our movements, we will be reading a mix of journalistic and scholarly sources. All writers have bias—the assignment of a particular reading or podcast is not an endorsement of the views communicated; rather it is intended as a starting point for a conversation for us react to and analyze perspectives in light of findings from political science.

STATEMENT OF INCLUSION & BELONGING

One of the goals of this class is to **use social science research to ground conversations about American politics**, but this approach does not remove the passion, emotion, and challenge of having such conversations. This is especially true given that we will only be working together for two weeks. Furthermore, we all interpret findings through the lenses of our own experiences, be it ideological, racial, regional, or economic (to name a few). I have done my best to include a **diverse set of perspectives**; however, I acknowledge that it is possible there may be both overt and covert biases in the material, due to both the lens through which much of political science and journalism is written and through my own biases when choosing materials.

We will discuss topics that may generate strong personal and emotional reactions. Our conversations will not always be easy; we **will make mistakes** in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an additional aim of our course necessarily will be for us to **increase our facility with the sometimes-difficult conversations** that arise as we deepen our understandings of multiple perspectives. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to address it:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Starting by asking a question from a position of assuming the best about the speaker's intentions can be a useful strategy for bringing something to the class' attention. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to consult the various resources available on campus:

1. The [Office of Diversity, Equity & Inclusion](#), which cultivates an academic environment that is welcoming and accessible to students, staff, and instructors regardless of gender, race, ethnicity, religion, disability, and sexual orientation or identity.
2. The [Bias Incident Assessment and Support \(BIAS\) Team](#) exists to foster a campus environment where everyone feels safe and respected. Those who experience or witness a bias incident should visit the [BIAS Report site](#).

COURSE CALENDAR

The following course calendar is divided into four categories. In the topic column, I have identified **key questions** that will guide our study that week. You should consider these questions as you complete the videos and readings each week. Next, there are some **background videos** from the PBS Crash Course in Government. I expect students to view these videos before class, as we are using them in lieu of a textbook to get the basics of the structure and history of American government. Third, there are readings about general **political science research, theories, and primary sources**. Most weeks contain at least one reading from the Federalist papers—these are intended to give us some insight into the original intentions of the founders. Fourth, I have separated out **readings related to the CRM, PLM, and M4OL** that are relevant to the topic of the week. These readings discuss how the week's concepts have operated (or not) in each of the movements. As you read these, compare and contrast what happens in each movement.

Note: You should expect to spend 3-5 hours on reading for our class each week. If you are spending much more than this, please reach out to me to discuss additional strategies for making the reading more manageable.

Other note: The **boxes outlined in the triple bars** indicates weeks in which you will be assigned ONE reading of the several listed. I will assign these groups the week ahead in class.

Part I: Setting the stage					
Date	Background	Political science	CRM	M4OL	PLM
<p><i>January 19: Introduction</i> What is political science? How do we read and write in political science?</p>					
<p><i>January 24: What is political science</i> How do we read and write in political science? Why study social movements? How do we know if social movements are successful? What are the expectations for our final project in this course?</p>	<p>Ep 1: Why study government?</p>	<p>Walt, Stephen & Belfer, René. "Are scholars becoming too scholastic?" <i>Foreign Policy</i>. July 2010.</p> <p>"How to Read Political Science", Gonzaga University</p>	<p>Andrews, Kenneth T. <i>Freedom is a constant struggle: The Mississippi civil rights movement and its legacy</i>. University of Chicago Press, 2018, Ch 2: pgs 13-36 & 39-40</p>	<p>Brownstein, Ronald. "The Rage Unifying Boomers and Gen Z." <i>The Atlantic</i>. June 18, 2020.</p>	
<p><i>January 26: Introducing the movements</i> What were the goals of the CRM, PLM, and M4OL? What key events led to the start of each movement? What is the legacy of each movement?</p>			<p>Watts-Smith, Candis. "After the civil rights era, white Americans failed to support systemic change to end racism. Will they now?" <i>The Conversation</i>. August 13, 2020</p>	<p>LISTEN: More Perfect: The Gun Show</p>	<p>LISTEN: The Story of Roe v. Wade, Part 2: The Culture Wars, May 7, 2022</p> <p>Rohlinger, Diana. U.S. Abortion Politics in the Early Twenty-First Century. <i>Scholar Strategy Network</i>, April 2, 2015</p>
<p><i>January 31: American civic culture</i> What is distinctive about American civic culture? How has this changed over time? What role do young people play in this culture?</p>		<p>Skocpol, Theda. "Associations without members." <i>American Prospect</i>. December 2001.</p>		<p>Goss, Kristin. <i>Disarmed: The missing movement for gun control in America</i>. Vol. 103. Princeton University Press, 2010. Pg 1-12 ONLY</p>	<p>Munson, Ziad. "Mobilizing on Campus: Conservative Movements and Today's College Students 1." <i>Sociological Forum</i>. Vol. 25. No. 4. Oxford, UK: Blackwell Publishing Ltd, 2010.</p>
<p><i>February 2: Challenges of collective action</i> What is collection action and why is it a problem? How do activists overcome the collective action problem?</p>			<p>Andrews, Kenneth T. <i>Freedom is a constant struggle: The Mississippi civil rights movement and its legacy</i>. University of Chicago Press, 2018, Ch 3</p>	<p>Sato, Yuko, and Jake Haselswerdt. "Protest and state policy agendas: Marches and gun policy after Parkland." <i>Policy Studies Journal</i> (2022), pages 1-5 and 8-14; 5-8 are optional. <i>Note: don't get bogged down in all the math—just focus on the main findings.</i></p>	<p>Munson, Ziad. "How People Become Pro-Life Activists." <i>Scholar Strategy Network</i>. Feb. 8, 2016</p>

<p><i>February 7: Theories of policy change</i> Under what conditions does major policy change occur in the U.S.?</p>		<p>Howlett, Michael, Allan McConnell, and Anthony Perl. "Streams and stages: Reconciling Kingdon and policy process theory." <i>European Journal of Political Research</i> 54.3 (2015): 419-424 ONLY</p> <p>Baumgartner, Frank R., and Bryan D. Jones. <i>Agendas and instability in American politics</i>. University of Chicago Press, 2010. Introduction</p> <p>Canes-Wrone, Brandice. "From mass preferences to policy." <i>Annual Review of Political Science</i> 18 (2015): 147-165.</p>	<p>LBJ Champions the Civil Rights Act of 1964, National Archives</p>	<p>Goss, Kristin. <i>Disarmed: The missing movement for gun control in America</i>. Vol. 103. Princeton University Press, 2010. Pg. 12-30 ONLY</p>	
<p><i>February 9: Defining civil rights and civil liberties</i> What is the difference between civil rights and liberties? How do these concepts get invoked in arguments for and against each movement?</p>	<p>Ep 23: Civil rights & civil liberties</p> <p>Ep 24: Freedom of Religion</p> <p>Ep 25: Freedom of speech</p>			<p>Zick, Timothy. "Framing the second amendment: gun rights, civil rights and civil liberties." <i>Iowa L. Rev.</i> 106 (2020): 231-236, 245-260, 272-281.</p>	<p>"An Anti-Abortion Campaigner on the Movement's Historic Win", <i>The Daily: New York Times</i>, July 7, 2022.</p>
<p><i>February 14: Tensions in civil rights and civil liberties</i> What are the tensions between civil rights and civil liberties in our movements? What are the tools that people and government have used to establish and address each?</p>	<p>Ep 26: Freedom of the press</p> <p>Ep: 27 Search and Seizure</p> <p>Ep 28: Due Process of Law</p> <p>Ep 29: Equal protection</p>		<p>More perfect: The Hate Debate, November 6, 2017, OPTIONAL</p> <p>Hooker, Juliet. "Black Lives Matter and the paradoxes of US Black politics: From democratic sacrifice to democratic repair." <i>Political Theory</i> 44.4 (2016): 448-469.</p>		<p>Luker, Kristin. <i>Abortion and the Politics of Motherhood</i>. Univ of California Press, 1984; Ch 7, Pg 158-186 ONLY</p>
Part II: Core documents and institutions					
Week	Background	Political science	CRM	M4OL	PLM
<p><i>February 16: The Constitution</i> What explains the structure of the Constitution and how does it impact contemporary politics? How do elected officials and the public</p>	<p>Ep 3: Checks and Balances</p> <p>Ep 5: Constitutional Compromises</p>		<p>Hirsh, Michael. "How America's Founding Fathers Missed a Chance to Abolish Slavery." <i>Foreign Affairs</i>. July 3 2020.</p>	<p>Churchill, Robert H. "Gun Regulation, the Police Power, and the Right to Keep Arms in Early America: The Legal Context of the Second Amendment." <i>Law and History</i></p>	<p>Thomas, George. "What the Constitution Doesn't Say." <i>The Atlantic</i>. February 3, 2022</p>

invoke the Constitution to achieve political change?				<i>Review</i> 25.1 (2007): 165-175 ONLY	
<i>February 21: Research and the Library</i>	Tutorial to be provided				
<i>February 23: Federalism</i> Incorporating evidence into social science writing—class shortened to accommodate Zagtivism lecture	Ep 4: Federalism			Goss, Kristin. <i>Disarmed: The missing movement for gun control in America</i> . Vol. 103. Princeton University Press, 2010. Ch 6	
<i>February 23: The role of the states in a federal system</i> What is federalism? Does American federalism facilitate or inhibit policy responsiveness and inequality?		Kelly, Nathan J., and Christopher Witko. "Federalism and American inequality." <i>The Journal of Politics</i> 74.2 (2012): 414-426.	Andrews, Kenneth T. <i>Freedom is a constant struggle: The Mississippi civil rights movement and its legacy</i> . University of Chicago Press, 2018. Ch 4: 64-76 ONLY		Gowen, Annie & Itkowitz, Colby. " Kansas resoundingly reject amendment aimed at restricting abortion rights " <i>The Washington Post</i> . August 3, 2022.
<i>February 28: Congress</i> How is Congress structured and how does its structure influence the policy process?	Ep 2: Bicameral Legislature	Brownstein, Ronald. "The Democrats Last Best Shot to Kill the Filibuster." <i>The Atlantic</i> . September 30, 2021.	Legislative strategy for the Civil Rights Bill of 1964 . Library of Congress.	Reints, Renae. " Hundreds of Gun Control Bills Have Been Introduced since Sandy Hook. Why has nothing changed? " <i>Fortune</i> . August 2019.	
<i>March 2: Congress Part II</i> What explains the passage legislation in response to CRM, PLM & M4OL?			Stewart, John G. "When democracy worked: reflections on the passage of the Civil Rights Act of 1964." <i>NYL Sch. L. Rev.</i> 59 (2014): Parts I, II, IV, VI, IIX, X	McDermott & Jones. "Why gun control laws don't pass Congress, despite majority public support and repeated outrage over mass shootings?" <i>The Conversation</i> . May 2022.	Barnes, R & Marimow, Ann E., "Supreme Court leaves states free to outlaw abortion" <i>Washington Post</i>, June 24, 2022
<i>March 7: The executive branch</i> What powers does the President have?	Ep 11: Presidential powers Ep 12: Presidential Powers 2 Ep 15: Bureaucracy Basics				Daynes, Byron W., and Raymond Tatalovich. "Presidential politics and abortion, 1972-1988." <i>Presidential Studies Quarterly</i> (1992): 545-561
<i>March 9: The executive branch</i> What role have presidents played in bringing about policy change?			"How LBJ Saved the Civil Rights Act." <i>The Atlantic</i> . April 2014.	Scher, Bill. " The Real Reason Obama Didn't Pass Gun Control. " <i>Politico</i> . August 16, 2019.	

<p><i>March 21: The courts</i> How is the American judicial system structured? To what extent is the structure and decisions of the Courts political?</p>	<p>Ep 19: The structure of the courts Ep 21: Judicial Review PODCAST: More Perfect. Kittens Kick the Giggly Blue Robot All Summer</p>	<p>Students will be assigned to ONE of the following in class: Jurecic, Quinta & Hennessey, Susan. “The Reckless Race to Confirm Amy Coney Barrett Justifies Court Packing.” <i>The Atlantic</i>. October 4, 2020. OR Doerfle, Ryan & Moyn, Samuel. “Reform the Court, Don’t Pack It.” <i>The Atlantic</i>. August 8, 2020.</p>			
<p><i>March 23: The courts as political actors</i> Are courts the source of major policy change? Why or why not? What is test case litigation and what is the impact of this strategy?</p>			<p>Rothstein, Richard. “How, after 60 years, Brown v. Board succeeded—and didn’t.” <i>Washington Post</i>. April 2014. Ogletree, Charles. <i>All Deliberate Speed: Brown’s Past and Brown’s Future</i>. Symposium: A Look at Brown v. Board of Education in West Virginia. April 2005.</p>		<p>Frum, David. “Roe is the new Prohibition.” <i>The Atlantic</i>. June 27, 2022.</p>
Part III: Forces in American politics					
Week	Background	Political science	CRM	M4OL	
<p><i>March 28: Public opinion</i> How is public opinion conveyed in American politics? Does the public have stable opinion of policy issues?</p>	<p>Ep 33: Public Opinion Ep 44: Shaping public opinion</p>	<p>Public Polling Basics, <i>Pew Research Center</i>. https://www.pewresearch.org/course/public-opinion-polling-basics/ (read through “Is accurate polling harder to do?”)</p>		<p>The Daily. “Why polling on Gun Control gets it Wrong.” <i>The New York Times</i>. June 7, 2022.</p>	<p>Mehta, Samira. “There is no one religious-view on abortion.” <i>The Conversation</i>. June 2022.</p>
<p><i>March 30: Public Opinion</i> What role has public opinion played in the CRM and M4OL? Does public opinion sway political elites or vice versa?</p>			<p>Public Opinion on Civil Rights: Reflections on the Civil Rights Act 1964. <i>The Roper Center</i>. https://ropercenter.cornell.edu/public-opinion-civil-rights-reflections-civil-rights-act-1964</p>	<p>Goss, Kristin. <i>Disarmed: The missing movement for gun control in America</i>. Vol. 103. Princeton University Press, 2010. Ch 5</p>	

			<p>Lee, Taeku. <i>Mobilizing public opinion: Black insurgency and racial attitudes in the civil rights era</i>. University of Chicago Press, 2002. Ch 1</p> <p>OR</p> <p>Stevens, Daniel. "Public Opinion and Public Policy: The Case of Kennedy and Civil Rights." <i>Presidential Studies Quarterly</i> 32.1 (2002): 111-136.</p>		
<p><i>April 4: The history of political parties and ideology</i> How have political parties and ideology changed over time?</p>	<p>Ep 40: Political parties Ep 41: Party Systems</p>	<p>"Growth & Opportunity Project" <i>Republican National Committee</i>. 2013. Pages 1-22 (feel free to skim)</p>	<p>Kolbert, Elizabeth. "Poles Apart: Can American Politics survive an era of hyperpartisanship?" <i>The New Yorker</i>. Vol 97: Issue 44. January 3, 2022.</p>		
<p><i>April 6: Contemporary political parties and ideology</i> When and how did civil rights and gun control become politicized? What impact does this have on the possibility of policy change?</p>		<p>Beck, Julie. "This article won't change your mind." <i>The Atlantic</i>. March 2017.</p> <p>Coates, Ta-Nehasei. "In Praise of Fact-Checkers." <i>The Atlantic</i>. August 2012.</p>		<p>Shalhope, Robert E. "The ideological origins of the Second Amendment." <i>The Journal of American History</i> 69.3 (1982): 599-614.</p>	<p>Hout, Michael. "Abortion Politics in the United States 1972-1994: From Single Issue to Ideology" <i>Gender Issues</i>. 1999.</p>
<p><i>April 11: Final project work time</i></p>					
<p><i>April 13: Elections</i> How are elections structured? What impact do elections actually have on the policy process?</p>	<p>Ep 36: Election basics Ep 37: Gerrymandering</p>	<p>Episode 748: This American Life</p>	<p>Anzia, Sarah. "How the Timing of Elections Shapes Turnout, Election Outcomes, and Public Policy." <i>Scholar Strategy Network</i>. November 2015.</p> <p>Boatright, Robert G. "Do Primary Elections Promote Extremism in U.S. Politics." <i>Scholar Strategy Network</i>. September 2020.</p>		

			Young, Jeremy C. "What Emotional Politics More than a Century Ago Says About Winning U.S. Elections." <i>Scholar Strategy Network</i> .		
<i>April 18: Voting</i> What factors shape when and how people vote? How has access to the franchise changed over time? Is voting an effective form of communication about policy preferences?	Ep 38: How voters decide	Lepore, Jill. "How we used to vote." <i>The New Yorker</i> . October 2008.	Shelby County v. Holder. Oyez Stevens, John Paul. "The Court & the Right to Vote: A dissent." The New York Review. August 15, 2013	Hassell, Hans JG, John B. Holbein, and Matthew Baldwin. "Mobilize for our lives? School shootings and democratic accountability in US elections." <i>American Political Science Review</i> 114.4 (2020): 1375-1385.	Arceneaux, Kevin. "Direct democracy and the link between public opinion and state abortion policy." <i>State Politics & Policy Quarterly</i> 2.4 (2002): 372-387.
<i>April 20: War and Foreign Policy</i> Who controls American foreign policy? In what ways does foreign policy affect domestic public policy?		Howell, William G., Saul P. Jackman, and Jon C. Rogowski. <i>The Wartime President</i> . University of Chicago Press, 2013. Ch 1 & 2	Janken, Kenneth R. "Making Racial Change, Managing Radical Change: The Civil Rights Movement, US Foreign Policy, and Race Relations on the World Stage." <i>Diplomatic History</i> (2003): 717-723.		
<i>April 25: Interest groups</i> What are interest groups? What role do they play in American politics?	Ep 42: Interest groups Ep 43: Interest group formation	Mounk, Yascha. "American is not a Democracy." <i>The Atlantic</i> . March 2018.		Spitzer, Robert. "How the NRA evolved from backing a 1934 ban on machine guns to blocking nearly all firearm restrictions today." <i>The Conversation</i> . May 2022.	Giorno, Taylor & Datta, Srijita. "Abortion rights groups consistently spent more money and political contributions than their counterparts. So what happened?" <i>Open Secrets</i> . July 5, 2022.
<i>April 27: The media</i> What role does the media play in American democracy? How has this changed over time? How did media framing of CRM and M4OL impact each movement?	Ep 44: Media Institutions		McAdam, Doug. "The framing function of movement tactics: Strategic dramaturgy in the American civil rights movement." <i>Comparative perspectives on social movements: Political opportunities, mobilizing structures, and cultural framings</i> (1996): 338-355.	Goss, Kristin. <i>Disarmed: The missing movement for gun control in America</i> . Vol. 103. Princeton University Press, 2010. Ch 4. Pg 105-108, 123-144	Kingsberry, Janay. "Gen Z is influencing the abortion debate...from TikTok" <i>The Washington Post</i> . June 28, 2022. Rohlinger, Diana. " Understanding the media strategies of America's pro-life and pro-choice movements. " <i>Scholar Strategy Network</i> . April 2015.
<i>May 2: Social Media, Conspiratorial thinking, and</i>		Hofstadter, Richard. "The Paranoid Style in American		Lopez, German. "Pizzagate, the fake news conspiracy theory, led a gunman to DC's Comet Ping	

<p><i>Misinformation in American politics</i></p>		<p>Politics.” <i>Harper’s Magazine</i>. December 1964.</p> <p>Menczer, Filippo. “Misinformation on Social Media: Can Technology Save Us?” <i>The Conversation</i>. November 2016.</p>		<p>Pong, explained.” <i>Vox</i>. December 8, 2016.</p>	
<p><i>May 4: Wrapping up and reflecting</i> What has political science failed to explain about our movements? Where are these movements today??</p>				<p>Goss, Kristin. <i>Disarmed: The missing movement for gun control in America</i>. Vol. 103. Princeton University Press, 2010. Ch 7.</p>	<p>Optional: Luker, Kristin. <i>Abortion and the Politics of Motherhood</i>. Univ of California Press, 1984; Ch 9</p>

COURSE POLICIES & RESOURCES

You can find more information on all of the following policies on [Gonzaga's Academic Policy and Procedures](#) page. A full list of course policies is available on the course site.

Academic accommodations

As COVID-related challenges persist, students with qualifying disabilities and/or medical conditions, as per [CDC recommendations for higher education](#), are eligible for and may request reasonable accommodations through established procedures. Students should contact the [Disability Access Office](#) to begin the process. In addition, Gonzaga University seeks to provide equal access to electronic content consistent with applicable federal and state laws, such that when possible "Accessible Documents" will be created with the proper formatting tools to maximize communication of content regardless of what device or adaptive equipment he or she is using; see [Electronic Information Technology Accessibility \(EITA\)](#).

Academic integrity policies

All members of the Gonzaga community are expected to adhere to principles of honesty and integrity in their academic endeavors, and this course will abide strictly by procedures and guidelines of the University's Academic Integrity Policy, which can be found in full [here](#) or at the [Academic Integrity Policy Resources webpage](#). Students and faculty are governed by this policy. Familiarize yourself with its scope and procedures. Ignorance of the policy shall not serve as a defense against any violations.

Attendance & participation policies

I believe that students can contribute in a myriad of ways: writing excellent reflection papers, asking questions of their peers, raising their hand in class, attending office hours, and reaching out to the instructor via email, just to name a few. Contributing to the intellectual dialogue and conversations in our class is a foundational expectation of the course but is not explicitly included in the grading scheme because of how subjective assessing participation can be. Attending class is a core component of the learning opportunity of our course, thus in-person attendance is mandatory, unless students are observing a religious holiday, experiencing illness, or managing a personal emergency. I expect students to communicate anticipated absences at least 48 hours in advance. Attendance is not explicitly part of the final grade; however, missing a substantial portion of classes will reflect in students' preparation to complete the assignments well. I will reach out to discuss attendance if I notice that chronic absenteeism is becoming an issue. Laptops and cell phones are permitted, but only to reference the readings, not for notetaking; there should be no typing happening. If technology becomes distracting, I will ban them.

Class recordings

Please read the university policy on [Class Recordings](#). Only the instructor may cause a class meeting to be recorded for those students. You shall not make audio or video recordings of class meetings without the prior written authorization of the instructor. By remaining registered in this course, you agree to your voice and image being recorded, and you agree to use any recordings of our class meetings ONLY for the educational purposes of this class (or other sections of this class taught by the same instructor). You agree to delete recordings of our class meetings no later than the end of this semester. You do not have permission to use or share recordings (video or audio) of our class meetings beyond the reach of our class for any purpose, including, but not limited to, posting to any digital application or platform, such as social media. You may not duplicate or distribute recordings of class sessions. In short, your instructor and your classmates intend to appear in these videos only for the purposes of carrying out our teaching and learning in this class. Your compliance with the terms of this syllabus regarding use of class session recordings is subject to the [Student Code of Conduct](#); violations will be reviewed according to the provisions in the [Administration of Student Code of Conduct](#).

Religious accommodations

In compliance with Washington State law, I will reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

IMPORTANT RESOURCES

While I am always happy to be your first stop for any support you may need or questions you might have during the semester, Gonzaga does offer a wealth of resources for students. The following is a non-exhaustive list of some of the resources available to you for navigating the many academic, personal, and health challenges you may encounter during your time at Gonzaga:

Mental Health Support: College can be a wonderful time of growth and new experiences, but it can also be challenging. Accessing mental health support is a great resource for navigating the challenges of college (and life in general!). The Center for Cura Personalis (CCP) and Health and Counseling Services have an array of resources for students. You can see their full range of services on the [CCP](#) and [HCS](#) websites.

Research Support: Our librarians are some of the most underutilized resources on campus! They can help you locate resources, find data, or brainstorm research ideas. Shayna Pekala is the librarian assigned to work with political science students. Her email address is pekala@gonzaga.edu. You can make an appointment with her via email or by visiting the [library's appointment page](#).

Writing Support: For specific information on social science style writing, check out [GovWrites](#) (a free resource from the Harvard Government Department). For more general help with grammar, proofreading, and overall clarity, consider making an appointment with the Gonzaga [Writing Center](#).