

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the Citizenship for a Just and Diverse World new GE

What is the rationale for the proposed change(s)?

Over the period covered by this course, the terms of what constitutes citizenship was remade, challenged, and remade again. The central but not sole example is the right to vote. A thread that runs through the course has to do with why Reconstruction failed to guarantee the political rights it promised, why a second Reconstruction took shape, which succeeded in some respects but fell short in others. These arguments about citizenship - and the further, deeper matter of whose voices could be heard - occupy a good deal of the reading and writing. Students engage with a range of primary and secondary sources to appreciate how social movements and alternative understandings of rights and citizenship impacted political change.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3002
Course Title U.S. Political History Since 1877
Transcript Abbreviation US Polit 1877-Pres
Course Description History of American political institutions, ideas, and culture from Reconstruction to the present.
[Previous Value](#) *History of American political institutions, ideas, and culture from Reconstruction to the present. Sometimes this course is offered in a distance-only format.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
[Previous Value](#) *Yes, Greater or equal to 50% at a distance*
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx , or permission of instructor.
<i>Previous Value</i>	<i>Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.</i>
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States; Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- An understanding of how politics evolved in the US

Previous Value

COURSE CHANGE REQUEST
3002 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/27/2022

Content Topic List

- Reconstruction
- Political parties
- Federalism
- The presidency
- Connections among interest groups
- Social movements and government
- Political thought and culture
- Republicans
- Democrats
- Third-parties
- Progressive movement

Sought Concurrence

No

Attachments

- History 3002 syllabus NewGE.doc: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3002 Citizenship Theme form.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- REVISED - History 3002 syllabus NewGE.doc: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded Revised Syllabus to address requested revisions. *(by Getson, Jennifer L. on 02/24/2022 04:13 PM)*
- Please see Panel feedback email sent 02/21/2022. *(by Hilty, Michael on 02/21/2022 11:03 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/01/2021 03:36 PM	Submitted for Approval
Approved	Soland, Birgitte	12/01/2021 05:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:43 PM	College Approval
Revision Requested	Hilty, Michael	02/21/2022 11:03 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/24/2022 04:13 PM	Submitted for Approval
Approved	Soland, Birgitte	02/24/2022 09:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/27/2022 04:59 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/27/2022 04:59 PM	ASCCAO Approval

Instructor: Paula Baker
Office:
Office Hours:
Contact:

History 3002

American Political History Since 1877

This course traces change in American politics from Reconstruction to the present. Change was substantial – arguably a different form of government emerged in the United States over the course of the 20th century, particularly after World War II. Theodore Roosevelt, William Howard Taft, and Woodrow Wilson, the 26th -28th presidents (1901-1920), would have understood the political world of 1877 – and of 1850. The scope, responsibilities, and reach of American government, the balance between the federal and state governments, the widened electorate and venues for political participation, a transformed media environment, the place of political parties, and America’s place in the world by 1960 or 1980 would be nearly unintelligible to them, even if events and movements of their times had a part in creating this new political world.

We will aim to understand what changed and why. Our main focus will be: 1) governance, or the structures, responsibilities, and reach of government 2) participation, or who has participated in politics and how they have done so, which includes media, the courts, and interest groups as well as voting and parties 3) ideology, or the ideas that have animated political debate 4) public policy. To aid in comparison over time, we will develop a few cases dealing with race (the first and second Reconstructions), natural disaster, and key presidential elections.

Objectives:

This course fulfills the general requirements and expected learning outcomes for GE themes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

This course focuses on the history of American politics – public policy, participation, the structures of government and power, and electoral politics. Students

will synthesize this history through specific cases in depth in papers, discussions, and writing assignments. They will engage with material concerning not only elections, law, and policy, but with changing structures of state power, connections between social movements and political change, and divergent understandings of citizenship and rights.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

In papers that draw on course readings and additional research, students will explore how notions of citizenship in the United States and economic and racial justice have been contested and have changed over time.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

This course necessarily develops interdisciplinary connections – economics, law, political science, AAAS, and international relations among others – and invites students to bring those connections to discussion and written work.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course uses a variety of assessment tools. And students are encouraged to rewrite work in order to improve grades in specific assignments and to cement those habits so as to improve future work.

This course fulfills the specific requirements for the Citizenship for a Just and Diverse World theme:

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Over the period covered by this course, the terms of what constitutes citizenship was remade, challenged, and remade again. The central but not sole example is the right to vote. A thread that runs through the course has to do with why Reconstruction failed to guarantee the political rights it promised, why a second Reconstruction took shape, which succeeded in some respects but fell short in others. These arguments about citizenship - and the further, deeper matter of whose voices could be heard - occupy a good deal of the reading and writing. Students engage with a range of primary and secondary sources to appreciate how social movements and alternative understandings of rights and citizenship impacted political change.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

This course covers the period when the US became a superpower - one in conflict with another superpower and then, with the end of the Cold War, apparently the lone superpower. Through reading and writing assignments the course considers, for example, how the Cold War shaped civil rights policy in the US, since criticism of racism in the US emanating from allies and new nations emerging from colonial rule embarrassed US political leadership. The lesson here is about how seemingly unrelated things - a murder in the Deep South and the US aiming to cement ties with allies against the USSR - can be connected.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Political decisions and structures inevitably have implications for diversity, equity, and inclusion. It turns up in the story of Johnstown flood, which had as its most prominent story line how an untended dam owned by the region's wealthiest people inundated the working-class and immigrant community below. And in its side stories, about ethnic and racial profiling in the immediate aftermath: both are topics on which students write. It turns up in one of the durable achievements of the New Deal - federally-backed mortgages - that also created redlining. Most every assignment provides opportunities to reflect on these topics.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

American politics is about the contests over these concepts. To choose two examples: in this course students read and reflect on material dealing with reform in the early 20th century that aimed at a vision of the public good against grasping private interests. Students also encounter in their reading how this was the period when the Republican party truly gave up on the project of Reconstruction and when the white South solidified Jim Crow and disfranchisement through state laws and constitutions. For students who choose to write a synthetic paper comparing responses to natural disasters (or are just writing on that project), the example of Katrina illustrates how seemingly well-meaning hyping of destruction trafficked in racist tropes that required challenge. Finally, the course deals in a number of places, but most specifically with the Civil Rights Movement and the Christian Right of the 1980s, how social movements shaped political parties and politics.

Required reading (available locally):

Morton Keller, *America's Three Regimes*

Peri Arnold, Remaking the Presidency: Roosevelt, Taft, and Wilson, 1901-1916
Robert Collins, Transforming America: Politics and Culture During the Reagan Era

Chapters from William H. Chafe, ed., The Achievement of American Liberalism and
Richard Valelly, The Two Reconstructions available on Carmen.

Documents and articles available through web links (accessible through a downloaded copy to the syllabus or in the Carmen module) or posted on Carmen.

Assignments:

Four Projects: 5% each

Two Papers: 20% each

Three Quizzes: 10% each

Discussion Posts: 10% (one point per post)

Attendance and participation:

We will cover material in class that won't be in the reading. Class attendance and careful note-taking are important to doing well in the course. Active participation can increase your grade by as much as a half grade. So too above-and-beyond participation in posts on Carmen discussions.

Grading and format:

The quizzes are multiple choice and short answer.

The projects are 2-3 page essays that will draw on the reading and discussion covered in that week. They are sprinkled through the semester – there are more than 4 of these so you have choices. The topics involve historical problems that don't have easy answers. I'll be looking for your interpretations. Note that the projects connect to paper topics, so they can provide a running start on a paper.

The Carmen discussion posts (indicated on Carmen and in the syllabus) are due by two days after the question is posted.

Papers: The papers will be 6-9 pages, double spaced, in 12 point font. You need to cite sources – **citing information and ideas as well as direct quotes** – using either APA or Chicago formats. The papers involve either applying what we've covered to a case or explaining how and why a policy topic (voting rights, elections, disaster relief) changed through time.

Paper Options: **See Carmen (Paper Guides) for a full description**

1. What conclusions can we draw about the 19th century polity in the response to the Johnstown flood – the flood itself, the cleanup, and the attempt to discover what

- went wrong? Draw on the readings and classes for the 19th century polity, and the film and newspaper articles for the flood and the aftermath. **Due**
2. Did the New Deal represent a break from Progressive-era ideals – something new – or an elaboration? Drawing on the Commonwealth Club speech, Theodore Roosevelt’s addresses to Congress, and the documents we read, assess what happened to progressivism. You’ll also want to draw on Arnold, Milkis, Brinkley, and Keller. **Due**
 3. 3.1 We began the course with Reconstruction. The Second Reconstruction finished the work of the first. What were the key differences that allowed for the Second Reconstruction to succeed in guaranteeing voting rights to African Americans? OR 3.2 President Lyndon Johnson signed legislation lifting immigration restrictions in 1965, describing the measure as an important civil rights act. Dive into the press coverage. Were there expectations that the immigration reform would change the nation? **Due**
 4. Scholars have traced the diminishing importance of political parties to American politics and policy, as their once central role has been replaced by interest groups, lobbyists, and candidates. Yet, since the 1990s, there is another discussion about political polarization, which involves how politicians, the media, and perhaps citizens as well are increasingly divided – deeply – by party. Trace political appeals in advertising in three campaigns. Do you find evidence that American politics has become nastier and more divisive? **Due**
 5. Natural disasters can highlight changes in popular expectations for government as well as the capacity of government. Compare 3 cases, choosing among Johnstown, Galveston, New England in the 1930s (background on Carmen), Camille, and Katrina. (While a different category, you may also consider the 1919 flu and Covid 19 as cases). How and why did the balance shift in responsibilities for saving lives, cleanup, and response? What were the roles of parties, federal and state governments, courts, bureaucracies, media, and social/racial tensions? **Due**

Grading:

Grade Range	A Range	B Range	C Range	D Range
Thesis/Argument	Thesis is clear and the paper as a whole follows through on the argument. Takes account of contrary evidence.	Thesis is clear, but the paper could have dealt more effectively with contrary evidence and/or the link between evidence and argument.	Thesis may be clear, but the paper’s evidence is not always connected to the argument. The argument is weak at points.	Thesis is poorly stated and the argument is weak in dealing with the existing scholarship and/or the evidence. Argument is not sustained throughout the

				paper and has clear weaknesses.
Evaluation of Historical Arguments	Excellent grasp of the strengths and weaknesses of authors' arguments; marshals those arguments and evidence in creating an original point.	Good grasp of the strengths and weaknesses of the authors' points, but misses opportunities to use those arguments and evidence effectively.	General understanding of the authors' points and evidence, but misses key points and/or does not use them effectively.	Does not demonstrate a good grasp of the authors' arguments and/or information, misses key points.
Quality of Writing	Writing shows style and grace; trivial errors if any.	Writing is clear; a few problems at the sentence level.	Writing is sometimes tangled; remaining problems at the sentence level.	Significant problems in grammar and sentence structure.
Organization	Organization is effective in the paper as a whole and transitions from paragraph to paragraph move the paper forward.	Organization is good on the whole, with some remaining issues in either the paper as a whole or in transitions linking paragraphs.	Organizational weaknesses make the paper hard to follow at points; missing transitions.	Paper is poorly organized and hard to follow; few effective transitions.

Policies:

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Grading Scale:

We'll use the OSU scheme:
93-100: A

90-92.9: A-
87-89.9: B+
83-86.9: B
77-79.9: C+
73-76.9: C
70-72.9: C-
67-69.9: D+
60-66.9: D
Below 60: E

Attendance and participation: The class will combine lecture and discussion. I will be asking questions and inviting participation. Active participation in discussion – both in-person and online -- earns the full bonus.

Organization: I will post the in-class PowerPoint to Carmen. I will get grades back to you a week later – but probably sooner.

Late Work: All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. The only exception to this will be when you have explicit, advanced permission. If you anticipate a problem in completing or submitting your work on time, contact me in a timely manner.

Grade Grievances and Other Academic Complaints: Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Other Policies

This syllabus is subject to revision as the quarter proceeds. **Announcements will be made in class or via OSU email accounts and on Carmen announcements. Students are responsible for being aware of any changes. Check announcements frequently!**

If you have any questions about the content or conduct of the course, please do not hesitate to contact me.

When we meet in person turn off mobile devices unless you have an emergency you need to track. Texting and surfing is distracting to you, to me, and those sitting near you. Students can use laptops for notes, although I don't advise it – study after study demonstrates that we retain more information if we write notes by hand rather than turn into typing machines. I also will ban laptops if they turn into a problem.

If you know that you have to leave class early, let me know and sit near a door so as not to disturb others.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

<http://studentlife.osu.edu/csc/>

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail slds@osu.edu.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or

stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit suicidepreventionlifeline.org.

Sexual Misconduct/relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Late Work: All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. The only exception to this will be when you have explicit, advanced permission. If you anticipate a problem in completing or submitting your work on time, contact me in a timely manner.

Schedule:

Part 1: Parties, Courts, and States

Week 1: The Structures of 19th Century Politics

Reading:

Keller, Chapter 6

Edward Ayers, “How the Enemies of Reconstruction Created Reconstruction” (on Carmen)

Richard Valelly, “Incomplete Institutionalization,” Chapter 3 from The Two Reconstructions (on Carmen)

Project

Week 2: Reconstruction and the Politics of Stalemate

Reading:

Keller, Chapters 7-8

Charles Calhoun, “Late-Nineteenth Century Politics Revisited,” The History Teacher (May, 1994), 325-337, on Carmen

[A Cleveland veto message](#)

Albert Shaw, “The American State and the American Man,” (1887) on Carmen

Project

The 19th-Century State in Action: The Case of the Johnstown Flood

Major disasters call for action. What conclusions can we draw about the 19th century polity in action in this case?

Reading: Chapters of Connelly and Jenks, on Carmen

Week 3: The End of Stalemate

Reading: [Party Platforms and Major Speeches, 1896](#)

Week 4: Reform and the Presidency

Reading: Keller, Chapter 9

Arnold, Chapters 2 and 3.

Valelly, “The Vortex of Racial Disfranchisement,” on Carmen

Discussion
First Paper Option Due

Week 5: Reform and the Relationship between Politics and Government

Reading: Sidney M. Milkis, "The Transformation of American Democracy: Teddy Roosevelt, the 1912 Election, and the Progressive Party," First Principles (2012) On Carmen
Arnold, Chapters 4-7

First Quiz

Part 2: Bureaucracy and Rights

Week 6: The Great Depression and Articulating the New Deal

Reading: [FDR, Commonwealth Club Speech](#)
[Herbert Hoover, Acceptance Speech, 1932](#)

Project

Week 7: How the New Deal Transformed the American State – and Didn't

Reading:
Brinkley, "The New Deal Experiments," and Hamby, "High Tide," in Chafe, The Achievement of American Liberalism (on Carmen)
Keller, 201-230.
[John P. Davis, "A Black Inventory of the New Deal," The Crisis 42 \(May 1935\), 141-42, 154](#)

Discussion

Week 8: The Cold War and Civil Rights

October 12: Cold War and Civil Rights

Reading:
Mary Dudziak, Cold War Civil Rights: Race and the Image of American Democracy, chapters 1 and 3 (on Carmen)

Second Paper Option Due

Week 9: The Great Society and the Second Reconstruction: Social Movements and Rights

Reading:
Valelly, The Two Reconstructions, chapter 8, on Carmen
Milkis, Tichenor, and Blessing, "'Rallying Force': The Modern Presidency, Social Movements, and the Transformation of American Politics," Presidential Studies Quarterly (September 2013)

Project
Second Quiz

Week 10: Bureaucracy, Rights, and a New Economy

Reading: [Candidates and issues, 1968](#)

Andrew Morris. "Hurricane Camille and the New Politics of Federal Disaster Relief, 1965-1970," Journal of Policy History, Volume 26, Number 3, 2014, pp. 406-426, on Carmen

Discussion
Third Paper Option Due

Week 11: Conservative Ascendancy?

Reading: Collins, chapters 1-7, 10

Discussion

Week 12: The End of the Cold War and the Extension of the National Security State

Reading Collins, chapters 8-9

Melvyn Leffler, "9/11 and American Foreign Policy" Diplomatic History (2005) on Carmen

Week 13: Political Polarization

November 16: The Bush Campaigns and Political Polarization

Reading: Sidney Milkis and Jesse Rhodes, "George W. Bush, the Republican Party, and the 'New' Party System," Perspectives on Politics, Fall 2007 on Carmen

Martha Derthick, "Where Federalism Didn't Fail," Public Administration Review (December 2007) on Carmen

Project
Fourth Paper Option Due

Week 14: A New Politics?

Reading: Milkis et al., “What Happened to Post Partisanship”
Perspectives on Politics, on Carmen
Keller, Chapters 10-12
Morris Fiorina, “Has the American Public Polarized?” on Carmen
Thomas Edsall, “Exhausted Majority” [New York Times](#) April, 2021
Jon Grinspan, “The Forgotten Precedent for Our ‘Unprecedented’ Political
Insanity,” [Politico](#) April 24, 2021
Morris Fiorina, [Democratic Distemper](#)

Third Quiz

Fifth Paper Option Due (post to Carmen during finals week)

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)