

SOC 106: Political Sociology
Department of Sociology
Tufts University
Spring 2021

Instructor: Prof. Anjali N. Fahlberg
Email: Anjali.Fahlberg@tufts.edu
Class Meeting: M/W 1:30-2:45pm
Class Location: Tisch Library, Room 302

Office Hours: Mondays 3-5pm; Tuesdays 4-5pm
Office Location: Mondays in person or Zoom,
Tuesdays on Zoom

Course Description:

Often when we talk about politics, we think of the formal institutional structures through which elected or appointed officials make and enforce decisions about a country. But are formal government actors the only ones with power to make change? And does decision-making only matter at the national level? No. In fact, politics—or what we will define as contestations for power and resources between groups—is constantly occurring: in debates with friends, on television shows and through Twitter, at the negotiating tables of transnational corporations, among migrant field workers, labor unions, insurgent rebel groups, mothers. The goal of political sociology—and this course—is to examine how all these different groups organize, collaborate, compete, and fight (sometimes violently) to gain and attain power, to establish the “rules of the game,” to set political agendas, and to make (or prevent) social change. In the first part of the course, we will examine several theoretical concepts that help us to critically analyze the relationship between the state and civil society. These are paired with case studies of current events. In the second part of the course, we dive deeply into two political issues through qualitative accounts. Throughout the course, we will pay critical attention to how gender, race, class, sexuality, nationality, and violence help to produce various forms of exclusions, as well as new political identities. We will conclude by asking ourselves: How will emerging forms of governance and citizenship shape our future, and what power might we have to impact these transformations?

Course Objectives

By the end of this course, students will be able to:

1. Identify and discuss core sociological concepts about politics, the state, and civil society;
2. Apply these sociological theories to current issues and events in the US and across the world;
3. Describe political events and processes through an intersectional lens that considers the impact of race, ethnicity, gender, class, sexuality, on politics.
4. Analyze public policies in the US and globally and provide a theoretically-informed critique of these;
5. Apply course concepts and theories to political events and virtual political spaces.

Required Texts

1. McVeigh, Rory & Kevin Estep. 2019. *The Politics of Losing: Trump, the Klan, and Mainstream Resentment*. Columbia University Press (available online at Tisch Library).
2. Mina, An Xiao. 2019. *From Memes to Movements: How the World’s Most Viral Media is Changing Social Protest and Power*. Boston: Beacon Press (available used on Amazon, \$7).

Learning in Times of COVID

We are in an unprecedented moment in history. As we adapt to new social practices and daily routines, there is an underlying current of unpredictability, powerlessness, social isolation, and stress. These are exacerbated for those who have lost loved ones, for those whose communities have been especially harmed by the coronavirus, for people who have lost jobs or homes due to economic changes, and for people at the frontlines of demands for justice. At the same time, our democracy is being threatened by violence and threats, even as we reckon once again with inequality in society and our institutions. It is a wonderful and challenging time to learn, and an incredible moment to study society from a sociological perspective.

As your professor, I am committed to honoring this moment. What does this mean? For one, I recognize that each of you is facing challenges that are indescribably greater than and different from previous years. While it is still my responsibility to teach you and to grade assignments fairly, I will also be flexible about deadlines when issues arise and, in the event of major changes to campus life, to changing assignments. I also welcome individual students who are facing unique challenges to reach out to me—as soon as possible—to discuss how I can support you as an ally and accommodate your needs as your instructor.

I am also committed to de-colonizing the syllabus and the classroom. This means prioritizing scholarship written by people of color, discussing racial and other forms of inequalities throughout the semester, identifying the legacies of colonialism on contemporary forms of knowledge, and ensuring that the classroom is a safe, respectful and inclusive space for students of color and other minority groups. I encourage any student who identifies with one of these groups to let me know what I can do to cultivate and maintain such an atmosphere in our classroom. I have also joined the Pedagogical Partners Program (see below for more info).

Finally, I expect that you, as participants in our shared learning environment, extend this same consideration, patience, and respect to your colleagues and instructors. While we will be creating classroom guidelines together, let us agree to be respectful of each other, to ensure that our comments protect the rights of BIPOC, LGBTQ, and other minority students to feel safe and heard, and to be kind with each other as we navigate the challenging times upon us.

COVID-Specific Policies

EP/F

As you may know, students have until December 11th to opt in for an EP/F grade in lieu of a letter grade. This allows a required course to count for credit, as long as you receive a 60 or higher. While instructors are not notified of this decision and you do not need to tell me if you choose EP/F, I welcome any student who is undecided about this decision to come speak with me so we can figure out together what course of action will work best for you.

Quarantine

It is likely that many, if not most of us, will need to quarantine for some or all of the semester. If do need to quarantine and will be Zooming into Monday's class, please let me know ASAP so I can make sure to prepare the technology ahead of time. If you do become ill and will not be able to attend class or

complete an assignment on time, please inform me and the students in your discussion group who might be counting on your presence.

If you do miss a class, you will be expected to get notes from a peer and to watch any videos or recordings associated with the class. I'll be happy to answer additional questions after you have gotten notes from peers. Deadline for assignments may be adjusted, but should be completed by whatever new date we have agreed upon.

Technology in the Classroom

Technology in the classroom is usually not ideal, as students (and professors!) can get easily distracted when emails or messages pop up automatically. However, tis the season to be technological, so you will be allowed to use your electronic devices during class time to take notes or access readings or handouts. Please note that faculty are not allowed to hand out any papers, so the syllabus and all assignments will be posted on Canvas.

I am counting on each of you to minimize distractions on your computer—please shut off instant notifications and avoid chatting with friends or searching the web during class. I reserve the right to ask students to close their laptops at some moments in the class if students appear too distracted.

Zoom

This is a hybrid course, which means we will be in person on Mondays and on Zoom on Wednesdays, and some students may join us on Zoom both days. Whenever on Zoom, I ask that all students keep their videos ON unless you inform me beforehand of any reason this is not possible. You may turn your video off for a few minutes here and there if you need to go to the restroom, stretch, or take a short break from being seen, but our shared learning will operate much better if we can see each other. I recognize that some students may not want the classroom to see their backgrounds, in which case you are welcome to select any of the virtual backgrounds offered by Zoom.

Normal Classroom Policies

Respect and Inclusivity in the Classroom

Classrooms are spaces for learning. For this to happen, we must first and foremost respect the humanity of all students, instructors, and anyone else in the classroom. Therefore, no discriminatory remarks towards members of any individual based on race, gender, sexual orientation, religion, ability, etc will be tolerated. Students are encouraged to treat the classroom as a space for learning about and working through multiple perspectives, and are encouraged to reflect critically on their own views and experiences and the dynamics that engender alternative perspectives.

Students are expected to actively participate in class discussions by critically engaging with the material and with key concepts, themes, and stories. Questions or comments that challenge traditional assumptions or normative values are encouraged, though these should always be provided in a thoughtful and respectful manner.

Pedagogical Partners Program (P3)

The Center for Excellence in Learning and Teaching (CELT) at Tufts, is hosting a new initiative called *Pedagogical Partners Program* (or P3). This program partners undergraduate students and AS&E faculty for a semester in an effort **to foster an inclusive, respectful and collaborative learning environment**. This partnership work is “a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis” (Cook-Sather et al., 2014, pp. 6-7). The objective is to effect positive changes in the classroom experience, develop mutually beneficial faculty-student relationships.

This semester, I will be working with Kayla Elliott, a second-year student at Tufts majoring in psychology and education. Kayla will attend many of our classes and meet with me weekly to brainstorm ideas for how to make your classroom experience as positive, supportive and respectful as possible. If you have ideas, concerns, or recommendations about **classroom inclusivity**, you are welcome to share these with me or with Kayla, who can be reached at kaylaelliott2019@afscholars.org. Please note that **questions regarding the syllabus or the course content should be directed to Prof. Fahlberg**.

Food

Remaining engaged in class—alert, attentive, and participative—will make the class more interesting and productive for all of us. Students are therefore welcome to bring food and drinks, as these can be helpful to remaining alert. However, please do not be late due to waiting in lines to purchase food.

Plagiarism & Academic Integrity

Tufts holds its students strictly accountable for adherence to academic integrity. Faculty are required to notify suspected cases of plagiarism to the Dean of Student Affairs Office. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.

The general rule on plagiarism is that you should cite any fact that is not widely known and any idea that is not your own—which will be much of what you write! Keep track of what you are reading and where you are obtaining your information, and become comfortable with including the authors’ last name(s) and dates of publication after each “borrowed” fact or idea. Citing what you have read not only prevents you from inadvertently committing plagiarism, but also demonstrates to your reader that your writing is well-researched.

As part of this course, I will utilize TurnItIn in the Canvas learning management system to help determine the originality of your work. TurnItIn is an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work.

Sources

We now suffer from an over-abundance of information, and it is easy to get overwhelmed by these sources and not know how to find them or which ones are credible. We will discuss this in greater detail in class, but students should be thoughtful about the credibility of each source. As a general rule, these sources are valid: books, scholarly articles, news articles by a mainstream newspaper, and reports issued by the government or major NGOs. You can find many of these on scholar.google.com. Invalid sources include: Wikipedia, blogs, and websites not affiliated with a credible organization.

Diversity and Accessibility

The diversity of students' experiences, perspectives, and abilities is essential to an informed and holistic classroom learning environment. Students with unique learning needs or who require special accommodations should speak to me at the beginning of the semester so provisions can be made accordingly. Please also contact the Student Accessibility Services office at Accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that, per Tufts University guidelines, accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Communication

Please email me or stop me after class for any questions or concerns or to talk further about the course material. I will be happy to provide you additional ideas and resources relevant to your areas of interest. While out-of-class communication with me is not required to get a good grade, students who actively email or talk to their instructors are much more likely to understand the assignments, gain greater insights into the topics, and perform well.

I will make every effort to respond to email within 24 hours on weekdays and 48 hours on weekends and holidays. Feel free to email again if I have not responded within that time frame (and you need a response right away), as sometimes things fall through the cracks.

Office Hours

I hold regular office hours and all students are encouraged to attend. While it is not necessary to visit all professors all the time, getting into the habit of talking to your professors outside the classroom is very important and will, in the long run, contribute to your relationships with faculty, your own thinking and reflection, and your overall success as a student. Good reasons to come to office hours include: (a) there was something about the class you didn't understand or have additional thoughts you'd like to discuss; (b) you would like to talk about your class project and brainstorm ideas; (c) you are having personal challenges and are afraid they might impact your participation in the class; or (d) you would like to discuss any other academic/research/work issues that fall within my areas of study or experience.

You can schedule an office hours appointment here: <https://calendly.com/anjuli-fahlberg/officehours>. You will receive an automatic email with a link to my Zoom meeting room. On Mondays, you may come to my office at the scheduled time if you prefer to meet in person. If I don't see you, I'll assume we're meeting on Zoom. On Tuesdays, only Zoom meetings will be possible. Please email me or swing by my office on Monday if you need to speak to me and were unable to get a spot.

Grades

Please note that all grades are given with careful consideration, based on the description of the project and the rubric. Comments will also be provided to explain your grade. If, however, you feel like your grade does not reflect your performance, you may request that I review your grade. Please keep in mind that a revision of your assignment could result in your grade staying the same, rising, or potentially even going down. If you are not doing as well in the course as you hoped, come see me **early in the semester** and I will be happy to brainstorm a game plan.

Below is the conversion scale I use when calculating final grades. I round up for scores that end in 0.5 or higher.

A+ 98-100	C 74-76
A 94-97	C- 70-73
A- 90-93	D+ 67-69
B+ 87-89	D 64-66
B 84-86	D- 60-63
B- 80-83	F 59 or below
C+ 77-79	

Late Policy

All written assignments should be submitted by the due date and time. **Late assignments will be docked 3% of the total points for each day late.**

- **MAJOR ILLNESS OR EMERGENCIES:** Exceptions may be granted for major illnesses, family emergencies, or jury duty. Serious illnesses must have documentation from health services or your doctor, and all other serious emergencies must first be reported to and documented by your advising dean.
- **MINOR ILLNESS OR STANDARD OUTSIDE OBLIGATIONS:** Exceptions for assignments will generally not be granted for minor illnesses or standard outside obligations, including travel, work, performances, job interviews, games, and so forth. If you have a question about whether your circumstance qualifies, please ask at least two weeks in advance. Extenuating circumstances are more likely to be considered with advance notice rather than at the last minute.
- **ANY ONGOING ISSUES:** If you have ongoing issues (i.e., chronic or mental or physical health conditions), please speak either to the Student Accessibility Services office or to your advising dean and I will be happy to work with them to put a plan in place.

Assignments

Attendance and Participation	15%
Weekly discussion group notes	15%
Exams (2)	30% (15% each)
Political Event Reflection	20%
Social Media Analysis	20%
Total	100%

Attendance and Participation (15%)

Discussion is critical to our best learning—and “unlearning.” You are therefore expected to attend every class and to come prepared, having done the readings and reflected on your opinions of them. A good grade depends on your (a) arriving on time, (b) not missing more than two classes, (c) paying attention during class and participating (aim for around two comments per class), (d) making contributions that demonstrate you’ve done the readings and reflected on them, and (e) completing short class assignments. Please email me before class if you will be absent—I will notice!

Note: Some students struggle with regular participation due to shyness or concern that their comments/questions are not “good enough.” If you are one of them, please come see me in office hours at the beginning of the semester so we can develop some strategies to help with participation. And remember, the only difference between you and talkative students is that the latter’s ideas get heard and yours don’t. You are all learning—no idea or question is “better” than another—so tell us what’s on your mind. Class is better with your voice in it!

Weekly Discussion Groups/Posts (15%)

In order to promote conversation and socialization during a time of isolation, students will work with the same small group throughout the semester to discuss the week’s readings. These will be especially helpful for digesting complex readings.

Discussion questions: As you discuss each reading, please focus on the following questions, which I call the ACERO model:

Argument: What is each author’s main argument? What are their sub-arguments?

Concepts: What concepts are they offering, and how do they define and apply them?

Evidence: What evidence are they using? Do you find it compelling?

Relevance: What is the relevance of this reading to urban sociology? To society? To your life?

Opinion: What is your opinion about the reading? Is it interesting? Useful? Problematic? Limited?

You may structure your group discussions in any of the following formats:

Option 1: Synchronous discussion

Your group finds a time to meet regularly on Zoom (or in person outside, socially distanced) to discuss the readings. Someone serves as the scribe, takes notes, and uploads notes to Canvas for the group (with a list of names of who attended).

Option 2: Asynchronous discussion

Your group uses the Discussion feature on Canvas and you each post (a) your reflections on the week's readings and (b) comments to at least two of your peers' reflections.

Option 3: Hybrid discussion

Your group adopts a hybrid model, whereby some of you meet in person and upload notes and the remaining students can add their feedback and comments afterwards. Students who discussed the readings together should then reply to the remote students' comments.

Notes:

1. You may upload your posts for that week **any time before Friday at midnight**, as long as you discuss all of the readings for that week. I recommend you meet before the beginning of the week and discuss the readings for both Monday and Wednesday if you're able to stay ahead of the reading schedule, as it will make learning in class more productive and will keep you ahead of the curve. If this is not possible, feel free to find another time before midnight on Friday. However, posts uploaded after Wednesday's class must contain **new information** not presented during class.
2. Our semester has essentially 11 weeks of readings. I will **drop each person's lowest two discussion grades** of the semester, so you are only required to submit notes for 9 weeks of class. Choose wisely, however, as additional missed posts will only be forgiven under exceptional circumstances (see Late Policy above). For ordinary issues, you will be expected to use one of your two "freebies."

Exams (2 exams, 15% each= 30%)

You will complete two **in-class exams on Zoom**, which will consist of short-answer/essay questions to be completed on your computer. You will be allowed to reference your notes from class as well as your readings. The goal of the exams is to assess your understanding of the key concepts and arguments from readings, lecture, and course discussion, as well as your ability to apply them to particular scenarios. You will NOT be tested on your knowledge of specific political events.

If you have an accommodation for exams, please let me know ASAP so we can plan around it.

Exams will be held on **3/17** and **5/3**. Review sessions will be offered.

Political Event Reflection (20%)

A one-paragraph abstract detailing the event you'll be examining and how you think it will relate to the course is due on **2/14**. The final paper is due on **4/04** by midnight.

The goal of this assignment is to demonstrate your ability to apply the concepts and theories you have learned in the course to a political event. For this assignment, you will submit **a paper of 7-8 pages** in which you **describe and analyze** a political event or space you attended and documented. This can include a meeting for city council or any other city committee meeting for Medford, Somerville, or your home city, a protest, or an event (fundraiser, etc) hosted by a politician. The goal is to get students into political spaces they don't normally frequent, so a Tufts event does not count. If you have an idea that might fit but aren't sure, please check with me.

Throughout the event and the paper, try to explore our main question: How does this event help you understand **the relationship between people, politics, and the state?**

Please ensure the event is open to the public. If you join by Zoom and participants are asked to introduce themselves, please explain your role as a Tufts student and that you are there to write a paper for your Political Sociology course, but that it **will not be published**. Please take lots of notes during the meeting and immediately afterward.

Notes can include:

- Who attended (# of people, what people were wearing, diversity of the group (or lack thereof) and who did not attend (i.e. parties impacted by the meeting, but not present).
- Group dynamics: Who led, who participated and who kept silent. Who had power? Who didn't?
- What the stated goals of the meeting were: What was on the agenda? What protocols did they follow?
- What other, subtler things they seemed to be accomplishing (i.e. fostering relationships, promoting a sense of shared identity, establishing governing protocols, excluding groups of people, etc).
- How you felt during the meeting. How you think others might have been feeling.
- Anything that resonated with what we've learned in class.
- Anything that surprised you and anything new that you learned.

Your paper should contain the following sections. ALL SECTIONS SHOULD BE LABELED.

1. An introduction identifying the event and the main themes/topics to be covered in the paper;
2. A background section, in which you provide a description of the event: What was it? How/why did you select it? Who ran it? What were its goals? Etc. Please use and cite 2-5 outside sources (Gov't website, news sources etc) to provide contextual information.
3. Three thematic sections. Each section should focus on a sociological theme you identified from your notes. Examples of sociological themes include: "Racial dynamics of Zoom participation" or "Constructing citizenship through agenda-following." **Each section** should include details about something you observed during the meeting, a description of which course concepts/ideas it relates to, and your discussion about how the case helps us better understand and extend the course concepts. What do we learn about people, politics and the state that is new/different

from our readings? Please cite at least **2 course readings and 1 relevant scholarly article/book** per thematic section.

4. A conclusion that identifies the main take-aways from the paper and reflects on how public policies or societal attitudes might be improved.
5. Please also include a bibliography and your notes from the event at the end of the paper. A screenshot of written notes is fine.

Social Media Analysis (20%)

An abstract describing what social issue you'll be addressing and which people/organizations you'll follow is due on **4/11**. The paper is due on **5/12** by midnight.

The goal of this assignment is to demonstrate your ability to apply the concepts and theories you have learned in the course to a political event. For this assignment, you will submit **a paper of 7-8 pages** (extra pages are allowed to make room for screenshot images). In the paper, you should describe and analyze **how social media mediates the relationship between people, politics and the state** in relation to a social/political issue of your choice. The topic must be current and may take place within or outside the US.

In the 3-4 weeks before you write your paper:

- Identify 3-4 important people or organizations tweeting/posting about a social/political issue from different angles/perspectives
- Read through their posts and save/screenshot the ones that are most interesting or that represent common themes. Ask yourself:
 - (a) What explicit arguments are provided for or against the issue?
 - (b) What implicit messages are being sent about the people who support/oppose an issue?
 - (c) How are labels, memes, images, sayings being used to send these message?
 - (d) What is being "produced" through these memes/labels? (i.e. solidarity across social movements, polarization, new imagined communities, etc)
 - (e) What do you know or can you find out about the characteristics of divergent groups?
 - (f) What underlying messages, social norms, values, or practices do all groups have in common? (i.e. do all groups engage in demonizing the opponent? Do all groups rely on gendered messages to reinforce their goals? Do all groups seem to share some common values, such as the importance of the family or of free speech?
 - (g) What connected to class? What surprised you? What did you find most interesting?
- Jot down your ideas, observations and reflections. Start to assemble these ideas into themes. How do they reflect course readings/themes? How do they extend or contradict course themes?

Your paper should contain the following sections. ALL SECTIONS SHOULD BE LABELED.

1. An **introduction** identifying the event and the main themes/topics to be covered in the paper;
2. A **background** section, in which you provide a description of the topic you chose and the sites/groups you examined: What policy issue is it? What groups did you follow? Who did you focus your notes on and why? What are their relationships to the larger social issue? Please use and cite 2-5 outside sources (Gov't websites, news sources etc) to provide contextual information.

3. **Three thematic sections.** Each section should focus on a sociological theme you identified from your notes. Examples of sociological themes include: “The inclusion/exclusion paradox” or “How memes make community.” **Each section** should include quotes from posts and/or images from memes, as well as a description of which course concepts/ideas they relates to, and your discussion about how the quotes/images help us better understand and extend the course concepts. What do we learn about people, politics and the state that is new/different from our readings? Please cite at least 2 course readings and 1 relevant scholarly article/book per thematic section.
4. A **conclusion** that identifies the main take-aways from the paper and reflects on how public policies or societal attitudes might be improved.
5. A bibliography.

Course Readings

Readings might change throughout the semester. Please check Canvas for announcements on changes.

Date	Readings and Assignments
Week 1	The State and Civil Society: Historical Constructs
2/01	Welcome
2/03	Harari, Yuval Noah. 2015. <i>Sapiens: A Brief History of Humankind</i> . 1st edition. New York: Harper. Chapter on Industrial Revolution. Chp 18: A Permanent Revolution.
Week 2	Seeing Like a State: Technologies of Control
2/08	Scott, James C. 1999. <i>Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed</i> . New Haven, Conn.: Yale University Press. Ch 2: Cities, People, and Language
2/10	Valentine, Sarah. 2019. "Impoverished Algorithms: Misguided Governments, Flawed Technologies, and Social Control." <i>Fordham Urban Law Journal</i> . 46(2).
2/14	Abstract for Political Ethnography Paper Due (by midnight)
Week 3	Citizenship and its Ambiguities
2/15	President's Day, No Class
2/16	Isin, Engin F. and Turner, Bryan S. (2002). Citizenship studies: An introduction. In: Isin, Engin F. and Turner, Bryan S. eds. <i>Handbook of citizenship studies</i> . London, UK: Sage, pp. 1–10.
2/17	Te Ata O Tu MacDonald, Lindsey, and Paul Muldoon. 2006. "Globalisation, neo-liberalism and the struggle for indigenous citizenship." <i>Australian Journal of Political Science</i> 41(2):209-223.
Week 4	American Democracy: A Racial Project
2/22	Young, Iris Marion. 2002. <i>Inclusion and democracy</i> . Oxford University press on demand, 2002. Introduction & Ch 1. Democracy Works. 2019 "The Pledge: Are you scared of the cafeteria lady?." Podcast. https://www.democracyworkspodcast.com/2019/07/15/the-pledge-are-you-scared-of-the-cafeteria-lady/
2/24	DuBois, W.E.B. 2003. "Negroes and the Crisis of Capitalism in the U.S." <i>Monthly Review</i> .

	Smith, A. 2015. Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing. <i>Transformations: Feminist pathways to global change</i> .
Week 5	Race, Ethnicity and the Power of White Supremacy
3/01	McVeigh, Rory & Kevin Estep. 2019. The Politics of Losing: Trump, the Klan, and Mainstream Resentment. Columbia University Press. Chs 1 & 2.
3/03	McVeigh, Rory & Kevin Estep. 2019. The Politics of Losing: Trump, the Klan, and Mainstream Resentment. Columbia University Press. Chs 3 & 6.
Week 6	White Supremacy, Then and Now
3/08	McVeigh, Rory & Kevin Estep. 2019. The Politics of Losing: Trump, the Klan, and Mainstream Resentment. Columbia University Press. Chs 7 & 9.
3/10	The 1776 Report. 2021. <i>The President's Advisory 1776 Commission</i> . Read all, including Appendices. (Commissioned by Donald Trump, revoked by Joe Biden).
Week 7	First Exam
3/15	Review for Exam 1 & Paper Workshopping
3/17	Exam 1: On Zoom
Week 8	The Gendered World of Politics
3/22	Halley, Janet, Prabha Kotiswaran, Rachel Rebouché, and Hila Shamir. 2018. <i>Governance Feminism: An Introduction</i> . 1 edition. Minneapolis: Univ Of Minnesota Press.
3/24	Paulina García-Del Moral. 2020. Practicing Accountability, Challenging Gendered State Resistance Feminist Legislators and <i>Femicidio</i> in Mexico. 34(5): 844–868.
Week 9	Authoritarianism & The People
3/29	Mamanova, Natalia. 2019. "Understanding the silent majority in authoritarian populism: what can we learn from popular support for Putin in rural Russia?" <i>Journal of Peasant Studies</i> , 46(3):561-585.
3/31	Chua, Linette. 2012. "Pragmatic Resistance, Law, and Social Movements in Authoritarian States: The Case of Gay Collective Action in Singapore." <i>Law & Society Review</i> . 46(4).
4/4	Political Event Reflection Due (by midnight)
Week 10	The Global Political Community

4/5	Castells, Manuel. 2008. "The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance." <i>The ANNALS of the American Academy of Political and Social Science</i> 616(1):78–93.
4/7	Mina, An Xiao. 2019. <i>From Memes to Movements: How the World's Most Viral Media is Changing Social Protest and Power</i> . Boston: Beacon Press. Intro – Chp 2.
4/11	Social Media Analysis Abstract Due (by midnight)
Week 11	The Power of Stories
4/12	Mina, An Xiao. 2019. <i>From Memes to Movements: How the World's Most Viral Media is Changing Social Protest and Power</i> . Boston: Beacon Press. Ch 3 & 4.
4/14	Mina, An Xiao. 2019. <i>From Memes to Movements: How the World's Most Viral Media is Changing Social Protest and Power</i> . Boston: Beacon Press. Ch 5 & 6.
Week 12	Digital Resistance
4/19	Patriot's Day, No Class
4/21	Mina, An Xiao. 2019. <i>From Memes to Movements: How the World's Most Viral Media is Changing Social Protest and Power</i> . Boston: Beacon Press. Ch 7.
Week 13	Globalization in Times of COVID
4/26	Maksić, Adis, Adem Olovčić, and Selma Delalić. 2020. "Globalization in the Time of the Coronavirus Pandemic: From the Erosion of the Nation–State to the Crisis of the Global Society." <i>Journal of Education and Humanities</i> . 3(1).
4/28	Review for Exam 2 & Paper Workshopping
Week 14	Second Exam & Wrapping Up
5/3	Exam 2
5/5	Final class discussion
5/12	Social Media Analysis Due (by midnight)

Congratulations on surviving a full academic year in a pandemic!

This is a momentous occasion, so take a moment to recognize and appreciate what you have accomplished. It is no small feat. Be proud and celebrate!