Overview: This course is an introduction to social science concepts through the study of power and social movements. We will look at the interplay between grassroots social movements, government power and political ideology from the struggles of the “Founding Fathers” to protests in Ferguson, Missouri. We will examine how people work within and outside of political and legal systems to create change. Through the study of court cases, classical political and social theory texts, manifestos, poems and opinion pieces we will examine the role of socioeconomic class, race, gender, sexuality and citizenship status in the construction of social and political inequality, and in the formation of grassroots political struggles.

Goals:

• To use the concepts and approaches of social and political analysis to discuss current political events and social movements, including: unit of analysis (who/what are we analyzing? groups? individuals? relationships? protest slogans? songs?); structure and agency (do we act independently or are our actions a product of our social environment?); power and authority (does the government influence our decisions to act in a certain way? do social norms? do ideologies? does fear?); and social, economic, legal, and political forms of coercion and resistance.

• To write and speak critically about contemporary social and political issues by analyzing their interconnected structural and historical underpinnings.

• To understand the evolution of social and political movements through a comparative perspective.

• To write an argumentative, critical essay with thesis statement and supporting evidence.

Required Texts: The course reader for People, Power, and Politics (CORC 1230) is available at Far Better Printing (43 Hillel Place) for roughly $33.50 (Be sure to get the packet that reads “Professor R. Brown” on the front). Most course readings will be in this packet. Any additional readings will be posted on Blackboard or distributed in class.

Class Policies:

• Come on time and be prepared to discuss the readings.
• Do not engage in side conversations during class. If you are somehow disturbing the class, you will be asked to leave.

• Do not use your cell phone in class unless it is part of a class exercise.

• You may miss up to three classes without penalty, but you must notify me by email before class that you are not attending. Any additional absences with no authorized excuse letter will be reflected in your final grade. After **three unexcused absences**, your final grade will be lowered by \( \frac{1}{3} \) for every additional unexcused absence. (E.g., a student with a total of four unexcused absences who earns a B+ will end up with a final grade of a B; a student with five unexcused absences who has earned a final grade of B+ will end up with a final grade of B-, and so on.)

**Academic Integrity:** The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: [http://www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

**Late Work Policy:** All work must be turned in at the beginning of class on the due date. Grades drop \( \frac{1}{3} \) of a letter grade for every day the assignment is late (e.g. From a B+ to a B for one day late, to a B- for 2 days late, etc.). Plan accordingly for printer malfunction and/or public transit/parking delays!

**Office Hours:** Take advantage of them! They are designed to help you work on your writing, further explore the reading material and provide a forum to talk about your academic interests.

**Extra Credit Opportunities:** There may be occasional opportunities for extra credit that I will announce in class. These count towards your participation grade unless otherwise determined by the professor.

**Class Decorum:** Humility, Curiosity, Respect

**Grading:**

**Attendance/Class Participation (20%):** Attendance will be recorded and participation noted for each class. Students are expected to come to class prepared and ready to discuss the daily readings. **Be on time:** late arrivals count towards your participation grade.

**Take-Home Essay (20%):** One 5-page take-home essay. You will receive the questions in class and have a week to complete them.
5 Page Final Paper/Project (25%): The primary form of the final project is a 6-8 page paper based upon a topic sheet I will provide. This will take the form of a more thorough exploration of an issue from class, an independent question, or a close textual reading that interests you. Alternatively, I am open to different forms of final projects – performance, short film, documentary, creative writing, artwork, etc. related to themes and questions from the class, if you receive my approval. If you choose an alternative project, you will be still be required to write a short paper (roughly 2 pages) connecting your work to course themes and objectives. I will work with all students on developing a topic/project and we will use the semester to build up to the final assignment.

Final Exam (25%): You will receive a list of potential short and long answer questions in advance. The final exam will be in-class and may consist of essays, multiple choice questions and quotation identification/analysis.

Unannounced “Pop” Quizzes/Written Homework Assignments (10%): There may be occasional pop quizzes based upon the readings. A careful reading of the text each week and thoughtful attention to our class discussions is sufficient preparation. You are allowed to drop your lowest quiz grade at the end of the semester. This grade also includes any written homework responses I announce and collect on a given class day.

Grading Scale:

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<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>100-98</td>
<td>A+</td>
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<tr>
<td>97-94</td>
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<td>93-90</td>
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<td>89-87</td>
<td>B+</td>
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<td>71-68</td>
<td>C-</td>
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CLASS SCHEDULE/ ASSIGNED READINGS:

**Essential Question: Who Does the Constitution Protect? How?**

**Thurs, 8/28**  Introduction: From The Founding Fathers to Ferguson, Missouri

**Tues, 9/2**  Kenji Yoshino, “Covering: The Hidden Assault on Our Civil Rights”

**Thurs, 9/4**  Declaration of Independence
The U.S. Constitution
“Civil Rights Groups to Missouri Gov: Ferguson Curfew is Unconstitutional”
ACLU of Missouri Petition Pursuant to Missouri Sunshine Law

**Tues, 9/9**  Madison, Federalist 10
James Baldwin, “In Search of a Majority”
Thurs, 9/11 Madison and Hamilton, Federalist 51
Stop-and-Frisk, *Floyd v. City of New York* (excerpts)
“Mayor Bloomberg vs. Judge Scheindlin,” *Newsweek*
NYCLU, “Stop-and-Frisk Data Sheet”

**Essential Question: How Can Personal Narrative Be a Political Strategy?**

Tues, 9/16 Frederick Douglass, “What to the Slave is the Fourth of July?”

Thurs, 9/18 Elizabeth Cady Stanton, “Address at Seneca Falls”
Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”

Tues, 9/23 CONVERSION DAY – Classes Follow a Friday Schedule

Thurs, 9/25 NO CLASS – Rosh Hashana

Tues, 9/30 Angela Davis, “Racism in the Woman Suffrage Movement”
Final Project Assignment Handed Out

Thurs, 10/2 Anonymous, “Queers Read This”
Emma Goldman, “Marriage and Love” (selected excerpts)

Tues, 10/7 Indians of All Tribes, “Alcatraz Is Not an Island”

**Essential Question: To What Extent Are We Responsible for One Another?**

Thurs, 10/9 William Graham Sumner, “What the Social Classes Owe Each Other”

Tues, 10/14 Karl Marx and Friedrich Engels, *Manifesto of the Communist Party*

Thurs, 10/16 Karl Marx and Friedrich Engels, *Manifesto of the Communist Party*
“12 Years of Mayor Bloomberg”, *NYT*
Thesis-Writing Review

Tues, 10/21 Franklin Delano Roosevelt, “Commonwealth Club Address”
“New York’s New Mayor by FDR’s Book”, *The Economist* 4th Jan 2014
5-page Take-Home Essay Handed Out

**Essential Question: How Does Exclusion Define Citizenship?**

Thurs, 10/23 *Korematsu v. United States*

Tues, 10/28 Documentary Screening: Stonewall
5-page Take-Home Essay Due

Thurs, 10/30 Erika Lee, *At America’s Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (selected excerpts)
Re-read *Korematsu v. United States*

**Tues, 11/4**  
*Hamdi v. Rumsfeld*

**Thurs, 11/6**  
Moustafa Bayoumi, “Intro” and “Sami,” *How Does It Feel to Be a Problem?* (selected excerpts)  
Re-read *Hamdi v. Rumsfeld*  
**Final Paper Theses Due/Final Project Outline Due**

**Tues, 11/11**  
*Plyler v. Doe*

**Thurs, 11/13**  
Re-read *Plyler v. Doe*

**Tues, 11/18**  
Isabel Molina-Guzman, “Illegals Under Fire: Analyzing U.S. News Frames of Latina/o Immigration and Immigration Rights” (selected excerpts)  
Jose Antonio Vargas, “My Life as an Undocumented Migrant”, *NYT*

**Thurs, 11/20**  
Bayoumi, “Rasha” from *How Does It Feel to Be a Problem?*  
**In-Class Final Paper Workshop**

**Essential Question:** What Does Violence Look Like? What Is the Relationship Between Power and Violence in Social Change?

**Tues, 11/25**  
Hannah Arendt, *On Violence* (selected excerpt)  
Mahatma Gandhi, excerpts from *My Non-Violence*

**Thurs, 11/27**  
NO CLASS – Thanksgiving

**Tues, 12/2**  
Martin Luther King, Jr. “Letters from a Birmingham Jail”

**Thurs, 12/4**  
Independent Reading Selections (see Independent Reading List)  
**Final Paper/Projects Due**

**Tues, 12/9**  
*U.S. v. Hobby Lobby*

**Thurs, 12/11**  
Audre Lorde, “Poetry is Not a Luxury”

**Tues, 12/23**  
**FINAL EXAM, 1 – 3 p.m.**