

PLSC 3290 Capstone: Sex, Evangelicals, & Politics

Professor: Joshua C. Wilson

Term: Winter 2015

Class Meeting: M/W 2-3:50

Location: Sturm Hall 476

Course Description:

This course is attempting to do three things simultaneously. First, adhering to the course title, this class will explore the interrelated topics of sex, Evangelicals, and American politics. It will do this by covering the history of Evangelical political mobilization and the place of sex in Evangelical political activity—both now and in the preceding decades. It will not, however, cover this very large topic in a comprehensive manner. Rather, the realm of “sex,” insofar as it relates to Evangelicals and American politics, is being limited to the topics of abortion and sex education.

The course’s second and third aims—giving you a capstone experience and a forum to conduct significant independent research—are tied together and bounded by the above discussed substantive areas. You will be exposed to new material and some new concepts, but you will be asked to pull upon your collective experience within the political science major to produce original research. From the first day of this course you should be considering ways that you can relate this new material and substantive area to your past classes in order to develop an appropriate and interesting research question to pursue in your final paper. It is through this process that you can complete all three course aims.

Learning Objectives:

Students will:

- 1) Learn about Evangelical political mobilization and the place of sex in Evangelical political activity;
- 2) Develop a more complex and nuanced understanding of these specific topics;
- 3) Generate an original and compelling research question both related to course themes and pulling from past course experience;
- 4) Work both collaboratively and independently in a research community;
- 5) Help facilitate and run course meetings;
- &
- 6) Produce and present a substantial piece of original scholarly work.

FAIR WARNING CLAUSE: This is a reading-, research-, and discussion-intensive seminar geared toward Political Science majors. It is designed to be fun and rigorous. Staying on top of the course reading is imperative, as is class attendance, and your grade will suffer otherwise. Please be realistic about whether you have the time to put into the course and, if you aren’t sure, consider taking it another quarter when you have more time.

Required Texts:

- 1) *The Making of Pro-Life Activists*, Ziad W. Munson (Chicago, 2009). ISBN: 9780226551203
- 2) *The Street Politics of Abortion*, Joshua C. Wilson (Stanford, 2013) ISBN: 9780804785341
- 3) *When Sex Goes to School*, Kristin Luker (Norton, 2006) ISBN: 978-0-393-32996-4
- 4) All remaining texts are available via Canvas.

Assessment & Assignments:

This class includes the following assignments:

- Participation (10%)
- Memos 1-8 (2% each → 16%)
- Anti-Abortion Panel Participation (4%)
- Class Facilitation (10%)
- Research Paper Related Projects (32%)
 - Paper Topics (4%)
 - Paper Topic Presentation (4%)
 - Rough Draft (4%)
 - Peer Review Rubric (4%)
 - 10-Minute Presentation (10%)
 - Posting Abstract (2%)
 - Audience Question 1 (2%)
 - Audience Question 2 (2%)
- Final Research Paper (28%)

*****All final written assignments must be typed in 12 point Times New Roman font, double spacing, with 1-inch margins. All writing assignments are to be submitted via upload to Canvas.*****

Participation includes coming to class, being up-to-date and engaged with the material, asking and answering questions in the classroom, and regularly participating in group discussions. Everyone will begin with 0 points in this area. You must attend class and generally demonstrate your preparedness in order to improve from this starting point. Your participation is crucial to your success in (and enjoyment of) this class.

We will have a series of *brief* **Reading Memos** in this class. The due dates and questions are listed in the detailed course calendar and at the end of this syllabus. You will write these and then upload them to Canvas. These assignments are meant to get you thinking about what you read before coming into class and so they serve as the

starting point for class conversations and your **Class Facilitation**. Given that, make them illustrate the quality of your thought, but keep them brief.

One of your reading memos is to generate questions for our **Anti-Abortion Panel**. I have asked a range of anti-abortion activists (though one of them does not consider herself as such) to come to our class. They will open with a brief discussion of how they became active in the movement, and what they do. The floor will then be opened to questions. This is NOT a forum for you or the panelists to air your beliefs about abortion or abortion politics. This is an opportunity to hear from and ask questions of the types of activists that we are studying in this class. We will collectively vet your questions in the class prior to the panel. Your participation in the Q&A portion of the panel will be evaluated and graded.

The dates noted in blue in the course calendar are days on which 3 students will be **facilitating** the course discussion. While everyone is responsible for every day's materials and are likewise expected to participate in class, fielding and posing questions, students that are facilitating the day are expected to come prepared to run the discussion for the entirety of the course. On-call students are encouraged to prepare questions (substantive &/or information seeking), look for connections between readings (e.g. points where our readings intersect &/or conflict), and/or think of classroom exercises as possible ways to facilitate course discussion. The three students will work collaboratively and will be assessed via a combination of peer and professor evaluation.

As a capstone course, you are required to produce a substantial (15-20 page) piece of original scholarship, AKA your **Capstone Research Paper**. The first, and in some ways the hardest, step in this process is developing a good research question. To that end, students are required to submit **two possible research topics/questions** early in the quarter. Two weeks later this is followed by a **paper topic presentation** in class where each student will make a 5-7 minute visually assisted presentation about their project's question, why they believe it to be a good question, how it fits within the class and the greater literature, and how they propose to answer their question. Each student will be subject to peer and professor questioning.

Two weeks after these presentations each student will complete a **draft for peer review**. This requires students to have *at least two-thirds of a complete draft* of the paper ready for two fellow students to review using a provided question sheet. **THIS ASSIGNMENT CANNOT BE TURNED IN LATE**. Students who fail to submit a draft of their papers on time will receive 0 credit for both elements (i.e. the draft and the **in-class peer review session**). There is no other draft review process for the final paper.

Starting the class after the peer review, each student will make a roughly **10-minute visually assisted presentation** about their paper and their findings. Seven students will present each day, which means that roughly 40 minutes will be dedicated to

questions from your peers and the professor. To facilitate the Q&A period each presenter must distribute an **abstract** online 24 hours in advance of the presentation. **Audience** members must draft & post 1 **question** per presenter one hour before class. Late abstracts and posted questions will receive 0 credit.

The **final research paper draft** is due on the last day of class (see detailed course calendar). The paper must be within the specified page ranges, follow the course formatting rules, and be submitted via Canvas. Each final draft must also include a **brief** (e.g. one paragraph) **discussion of** which **peer review comments** you chose to follow through on, which you passed over, and why.

Course Policies on Attendance, Etiquette, and Participation:

All assignment **due dates** are noted on the planned “Course Calendar” distributed in class and available on the course Canvas page. Any updates to the calendar or syllabus will be noted on the course Canvas page.

I will use Canvas and your **linked emails** for communicating with the class. Please make sure to check both regularly.

Late assignments will be penalized one grade for every calendar day (not class day) that they are late, and *will not be accepted* more than 3 calendar days/72 hours after they are officially due.

All students are expected to abide by the **University of Denver Honor Code**. These expectations include the application of academic integrity and honesty in your class participation and assignments. The Honor Code can be viewed in its entirety at this link: <http://www.du.edu/studentlife/ccs/index.html>.

Plagiarism & cheating of any kind will not be tolerated in this course. I assume that all work that you turn in is yours. Such work must be original and properly cited. The inability to meet these standards will result in a failing grade in this course and possible disciplinary action at the College level. If you have any questions about plagiarism and/or cheating, please feel free to ask me for guidance. Further information on academic misconduct is available at: <http://www.du.edu/studentlife/studentconduct/policies.html>.

You will be allowed **2 absences, late arrivals, &/or early departures** from class. After 2 your grade will be negatively affected. **Sleeping or being otherwise occupied** in class counts as an absence – while your body may be present, it is your conscious participation that counts.

You are expected to extend the same degree of **courtesy and respect** to your peers in course discussions as you expect in return. This does NOT mean that you have to, or should, agree with everything anyone says. This DOES mean that you should think

critically about what we discuss, and challenge or question what you disagree with in a civil manner.

While will be using laptops &/or tablets in class for readings and paper review I ask you to store all **laptops, tablets, & phones** in your bag under your desk and to NOT use this technology outside of the aforementioned instances. When your laptop is open, or your phone or tablet are accessible, it is almost impossible not to check email or briefly surf the Internet. While you might think that you can “multitask,” but studies indicate that [this kind of multitasking impairs learning](#). Beyond this, [a study published in 2013](#) found that not only do multitasking students in a classroom do worse on a postclass test on the material, so did the peers who could see the computer. In other words, the off-task laptop use distracted not just the laptop user but also the group of students behind the laptop user. Furthermore, a [study](#) that came out in June 2014 suggests that taking notes by hand rather than typing them on a laptop improves comprehension of the material. Finally, it is good to take breaks from our collective addictions to Facebook, texting, compulsively checking email, etc. All of this said, if you have a compelling reason that you must use your laptop or other device, please see me and we can come to an arrangement.

Arrive on time and be prepared to participate (e.g. do the reading before class). Everyone’s enjoyment of the class will be greatly enhanced by these simple steps.

Please visit me in **office hours** to discuss the course, readings, assignments, policies, real world political developments, DU & Cal sports, etc. I *greatly prefer* talking in-person to emailing, so please take note of when and where my office hours are.

If you qualify for academic accommodations because of a disability please submit a letter to me from **Disability Services Program** in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities and is located on the 4th floor of Ruffatto Hall, 1999 E. Evans Ave. DSP -- 303.871. 2278 / 7432 / 2455. Information is also available on line at <http://www.du.edu/disability/dsp>; see the Handbook for Students with Disabilities.

PLSC 3290 – Sex, Evangelicals, & Movement Politics, (Winter 2014, v.2):

Date	Topic	Reading Assignment	Non-Reading Assignment Due
1/5	Introduction		
1/7	Evangelicals in Politics	<p>Ammerman, N. (2009). American Evangelicals in American Culture: Continuity and Change. In <i>Evangelicals and Democracy in America</i>, edited by Steven Brint and Jean Reith Schroedel. New York: Russel Sage Foundation. Pp. 44-66.</p> <p>Randall Balmer. “The Real Origins of the Religious Right.” <i>POLITICO Magazine</i>. http://www.politico.com/magazine/story/2014/05/religious-right-real-origins-107133.html.</p> <p>Watch In Class - “God In America – ‘Soul of America’ & ‘Of God & Caesar.’” <i>God in America</i>. http://www.pbs.org/godinamerica/view/. (Excerpts)</p>	
1/12	Evangelicals in Politics	<p>Wilcox, W.B. (2009). How Focused on the Family? Evangelical Protestants, the Family, and Sexuality. In <i>Evangelicals and Democracy in America VI</i>, edited by Steven Brint and Jean Reith Schroedel. New York: Russel Sage Foundation. Pp. 251-262 & 269-270. (Excerpts)</p> <p>Williams, R. (2009). Politicized Evangelicalism and Secular Elites. In <i>Evangelicals and Democracy in America VII</i>, edited by Steven Brint and Jean Reith Schroedel. New York: Russel Sage Foundation. Pp. 143-48, 158-169. (Excerpts)</p> <p>Klemp & Macedo (2009). The Christian Right, Public Reason, and American Democracy. In <i>Evangelicals and Democracy in America VII</i>, edited by Steven Brint and Jean Reith Schroedel. New York: Russel Sage Foundation. Pp. 209-212, 225-237. (Excerpts)</p>	Memo 1 – <u>Without doing any research</u> , briefly describe <i>who</i> you think becomes a Pro-Life/Anti-Abortion activist and <u>why</u> they become activists.
1/14	<i>The Making of Pro-Life Activists: The Creation & Heterogeneity of a Movement</i>	<p>Munson, <i>The Making of Pro-Life Activists</i> (2008) Chapters 4 & 5 (roughly 56 pages)</p> <p>Heidi J. Perman from the Career Center</p>	Memo 2 – What is this section’s main question(s), the answer, and the means used to answer the question?
1/19	MLK Holiday		
1/21	<i>The Making of Pro-Life Activists: Mobilization Processes & Personal Change</i>	<p>Munson, <i>The Making of Pro-Life Activists</i> (2008) Chapters 2 & 3 (roughly 58 pages)</p>	Memo 3 – What is this section’s main question(s), the answer, and the means used to answer the question?
1/26	Project Discussion Day	<p>Graff, G. & C. Birkenstein (2010). <i>They say, I say</i>. 2nd Edition. NY, NY: W.W. Norton. pp. 1-15</p> <p>Kristin Luker, <i>Salsa Dancing Into the Social Sciences: Research in an Age of Info-glut</i> (Cambridge, MA: Harvard University Press, 2008). pp. 22-39 & 51-75 (Chs. 2 & 4)</p>	Paper Project – after reading, upload & come to class with a minimum of 2 course relevant

		<p>Optional at Home - Frontline, <i>Abortion Clinic</i> (1983) 60 minutes</p> <p>Watch In Class - Frontline, <i>The Last Abortion Clinic</i> (2005) – 60 minutes</p>	<p>topics that you would be interested in writing about for your final project.</p>
1/28	<p><i>The Making of Pro-Life Activists & The Street Politics of Abortion</i></p>	<p>Munson, <i>The Making of Pro-Life Activists</i> (2008) Chapter 7 (roughly 30 pages)</p> <p>Wilson, <i>The Street Politics of Abortion</i> (2013) Chapters 1 & 2, (roughly 37 pages)</p>	<p>Memo 4 – What is <i>The Street Politics of Abortion</i>'s main question(s)?</p>
2/2	<p><i>The Street Politics of Abortion</i></p>	<p>Wilson, <i>The Street Politics of Abortion</i> (2013) Chapters 3 & 4 (roughly 73 pages)</p>	<p>Memo 5 – Upload & come to class with 2 questions that you would like to ask the author & why.</p>
2/4	<p><i>The Street Politics of Abortion</i></p>	<p>Wilson, <i>The Street Politics of Abortion</i> (2013) Chapters 5 & 7 (roughly 50 pages)</p>	<p>Memo 6 – Upload & come to class with 3 questions that you would like to ask anti-abortion activists regarding their activism & why.</p>
2/9	<p>Abortion Wrap Up & Project Questions</p>	<p>Anti-Abortion Activist Panel</p>	
2/11	<p>Project Presentations 1a</p>	<p>First 10 students will make a 5-7 minute visually assisted presentation about their project's question, why they believe it to be a good question, how it fits within the class and the greater literature, and how they propose to answer their question.</p>	
2/16	<p>Project Presentations 1b</p>	<p>Second 10 students will make a 5-7 minute visually assisted presentation about their project's question, why they believe it to be a good question, how it fits within the class and the greater literature, and how they propose to answer their question.</p>	
2/18	<p><i>When Sex Goes to School</i></p>	<p>Luker, <i>When Sex Goes to School</i> (2006) Chapters 1, 2, & 3 (roughly 75 pages)</p> <p>Watch In Class – PBS POV, <i>The Education of Shelby Knox</i> (2005) – 74 minutes</p>	
2/23	<p><i>When Sex Goes to School</i></p>	<p>Luker, <i>When Sex Goes to School</i> (2006) Chapters 4 & 5 (roughly 30 pages)</p>	<p>Memo 7 – How can you put Luker in conversation with Munson OR Wilson?</p>
2/25	<p>Sex & Sex Education</p>	<p>Luker, <i>When Sex Goes to School</i> (2006) Chapter 8 (roughly 35 pages)</p> <p>Talbot, Margaret. "Red Sex, Blue Sex." <i>The New Yorker</i>, October 27, 2008.</p>	<p>Memo 8 – How can you summarize the causal explanations in these two works?</p>

		http://www.newyorker.com/magazine/2008/11/03/red-sex-blue-sex .	
3/2	Paper Peer Review Day		Bring your laptop and have uploaded at least a 2/3rds complete draft of your paper to Canvas.
3/4	Paper Presentations	7 Students, 10 minute visually assisted presentations with follow up questions.	Presenters must distribute abstracts online 24 hours in advance of presentation. Audience members must draft & post 1 question per presenter one hour before class .
3/9	Paper Presentations	7 Students, 10 minute visually assisted presentations with follow up questions.	Presenters must distribute abstracts online 24 hours in advance of presentation. Audience members must draft & post 1 question per presenter one hour before class .
3/11	Paper Presentations	7 Students, 10 minute visually assisted presentations with follow up questions.	Presenters must distribute abstracts online 24 hours in advance of presentation. Audience members must draft & post 1 question per presenter one hour before class . FINAL DRAFTS DUE

ⁱ This course and assignment calendar is subject to change. Any changes will be announced in class and posted on the class Canvas page.