**POL 306: Political Participation in the United States**

Spring 2020

Dr. Laura C. Bucci (Lbucci@sju.edu)

Tuesday & Thursday: 12:30 pm - 1:45 pm Merion Hall 380

Office/Hours: Barbelin 212 T/Th 2-3 & By Appointment

Webpage: Canvas

**Course Description:**

Why do people participate in American politics and civic life? Why don’t they? Why should they?

This course emphasizes the political science literature on political participation and civic engagement. We will begin by examining the factors that make participation more or less likely including partisanship and social connectedness. Demographic and social identities shape how easily and how often we wish to involve ourselves in democratic processes. From there, we will focus on forms of political participation. Who votes? Who donates money? Who protests? Throughout we will acknowledge the constraints that make forms of participation easier for some than others. Finally, we will address the consequences for political life if individuals opt out of politics. How do insiders participate differently than those kept outside of political systems? What does isolation and decline in civic life mean for the rise of political and economic inequality?

***\*This class counts as a Faith/Justice and Justice, Ethics, and Law (JEL) course. See SLO Matrix at the end of this document for alignment to SLOs listed below.***

**Faith-Justice Studies Minor**: This course is approved as fulfilling one of the six required courses for the Faith-Justice Studies Minor. Faith-Justice courses aim to: 1) Engage students directly with the "sufferings of the poor" and explore the call, not only to serve them, but also to stand in solidarity with them; 2) Invite students to analyze institutions and social structures and to question prevailing systems of thought or action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence); and 3) Challenge students to consider existing social values (norms) and priorities in light of Gospel values and faith-based traditions of social justice. Ask me or Dr. Clampet-Lundquist (sclampet@sju.edu) for more info!

**Justice, Ethics, and the Law (JEL) Minor**: This course constitutes one of the six required courses for the Justice, Ethics, and Law Minor. JEL courses examine how ethical, business, social, and political structures underlie the law. In this course we look closely at how the law, public policy, and participation in government may be unethical, unjust, or in need of improvement. If you would like more information about the minor, please contact me!

**Student Learning Outcomes:** Upon successful completion of this course, students will be able to:

* Define and describe basic terms, concepts, and methods used to study political participation
* Understand the limitations of traditional studies from an intersectional and social justice lens;
* Analyze institutions and prevailing systems of action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence) by:
	+ Identifying and explaining how politically and socially constructed categories of identity function together and intersect to structure political participation and activism;
	+ Explaining how inequality and disadvantage intersect;
* Critically examine insider and outsider strategies for political participation
	+ Identifying and explaining issues of importance to oppressed communities with an emphasis on the "sufferings of the poor" within those communities;
* Apply concepts and theories of political participation to “real” world politics from a social justice perspective.
* Participate more thoughtfully and actively, and encourage others to do so.

**Required Materials:** (These books are available at the SJU bookstore. Please use the correct ISBN if you buy online- linked below**).**

* Han, Hahrie. 2014. [*How Organizations Develop Activists: Civic Associations and Leadership in the 21st Century*](https://www.amazon.com/How-Organizations-Develop-Activists-Associations/dp/0199336776/ref%3Dsr_1_1_bnp_1_pap?ie=UTF8&qid=1412647830&sr=8-1&keywords=hahrie%20han).Oxford University Press. ISBN: 978-0199336777
* Mason, Lilliana. 2018. [*Uncivil Agreement: How Politics Became Our Identity*](https://www.amazon.com/Uncivil-Agreement-Politics-Became-Identity/dp/022652454X)*.* University of Chicago Press. ISBN: 978-0-226-52454
* Friedman, Sam & Daniel Laurison. 2019. [The Class Ceiling: Why it Pays to be Privileged.](https://www.amazon.com/Class-Ceiling-Why-Pays-Privileged/dp/1447336100/ref%3Dtmm_pap_swatch_0?_encoding=UTF8&qid=&sr=) Policy Press.
* Various readings (posted on Canvas and/or handed out in class)

**Graded Components:**

Due dates are listed under the Schedule of Readings and Assignments section at the end of this syllabus, and/or discussed in class:

* Participation and Preparation: 10%
* Reading Journal: 15% (submitted three times, each worth 5%)
* Short Writing Assignments (included in journals): 20%
* Writing Assignments: 50% (two, 25% each)
* Final Reflection: 5%

Final Course Grades will be determined by the following scale:

|  |  |  |
| --- | --- | --- |
| Grade  | Course Score  | Description  |
| **A**  | 93.00 - 100 | Excellent performance in all or most aspects of the course  |
| **A-**  | 90.00 - 92.99  | Excellent performance in many aspects of the course  |
| **B+**  | 87.00 - 89.99  | Very good performance in all or most aspects of the course  |
| **B**  | 83.00 - 86.99  | Good performance in all or most aspects of the course  |
| **B-**  | 80.00 - 82.99  | Good performance in many aspects of the course  |
| **C+**  | 77.00 - 79.99  | Acceptable performance; more than adequate performance in most aspects of the course  |
| **C**  | 73.00 - 76.99  | Acceptable performance in all or most aspects of the course  |
| **C-**  | 70.00 - 72.99  | While acceptable overall, course performance is inadequate in one or more areas  |
| **D+**  | 67.00 - 69.99  | Below acceptable, course performance is inadequate in several areas  |
| **D**  | 63.00 - 66.99  | Minimally acceptable; barely meets performance standards required for passing  |
| **F**  | 62.99 & below  | Failure. Overall performance has not met the basic standards of the course |

**Office Hours and Email Policy:** My office is located in Barbelin 212, and I will be there on Tuesdays and Thursdays from 2pm-3pm **or by appointment**. THIS IS YOUR TIME! If you have questions, stop by! If you cannot come to office hours, then the best way to reach me is by email (lbucci@sju.edu). While I check my email regularly, it tends to pile up quickly, so I may need **48 hours** to get back to you. **If you have a question about upcoming assignments, they need to arrive in my inbox at least 24 hours prior to the due date**. Make sure your emails contain a brief question that cannot be answered via the syllabus. If you have a longer question (i.e. how am I doing in class, how do I become a major, how should I study), come to office hours. Those sorts of questions are not well answered in email form.

**Attendance, Participation, and Class Preparation:**

As adults, there is no need to reveal personal details or provide absence notes. If there is an ongoing concern, please see me in office hours or the associate dean, Dr. Matthew Anderson. He can vouch for extensive absences (without revealing personal details). **Class participation is affected by absences.**

The best advice I can give anyone in how to succeed in this course is to come to class every day, stay for the duration, and be ready and willing to ask questions about the assigned readings or to engage in the day's scheduled activity. How does the current material fit with what has been presented previously? Do you have questions about how theories might be applied to real life? Participating in class is easy; participating well is difficult. In most cases, the quality of your comments will matter more than the quantity of your participation. **There may be pop quizzes to assess participation. Your reading journal, completed up to the day of the course, MUST be in class with you.**

Students MUST bring hard copies of the relevant readings with them to class. **If a student neither participates nor prepares faithfully, then they should not be surprised to receive a D *or lower* as a participation grade (15% of the course grade).** In short, students **must** be active members in class to do well in this course. **If you are absent from class more than six times, you will receive an FA (failure due to absences) grade, unless verified in writing by the Associate Dean.**

When you skip class, you deprive your classmates of **your** insights! If you have an unexcused absence, you are not entitled to special instructions or accommodations.

**Assignments:**

Directions will be distributed separately for each of the assignments and also posted to Canvas. Hard copies (if required) or electronic copies are due at the *beginning of the course period* of the assigned day. In general, and unless otherwise noted, all assignments should be typed, double-spaced, 12-point New Times Roman font, 1-inch margins, printed, and *stapled* (DO NOT FOLD THAT CORNER!).

**NOTE: No late work is accepted in this class. Students MAY turn assignments inearly.**

**Make-up exams are not offered in this class**, unless a student experienced an extraordinary emergency, **verified in writing by the Associate Dean**.

**Computer/Hard Drive Failure Policy**

Given the proliferation of free “cloud" based storage and backup, there is no reason that a

hard drive failure should render all of your work lost. (*SERIOUSLY, even if not for this class, save yourself the potential headache!*) One program, Dropbox, is free and allows you to automatically backup your work to the cloud. I expect you to use a program like this and “computer errors” will not excuse missed/late assignments.

**About grades:**

If you disagree with your grades on an assignment or would like to discuss it further, I would be happy to discuss it with you. I am happy to meet with you at least 48 hours after the assignment is returned, outside of normal class time, provided you explain why you believe your grade is in error.

**Technology Policy:**

[Studies show](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away) that you will retain more information if you take notes by hand rather than using a laptop or tablet. You are likely to do better in the course taking notes by hand.

You are expected to bring a printed copy of all assigned material to class with you.

**Academic Honesty:**

Read the [Academic Honesty Policy](http://hawkcentral.sju.edu/link/portal/16125/16171/Article/95/Academic-Honesty-Policy) and see me in office hours if you have questions. Plagiarism includes copying materials from the internet. If you block copy text from any source into a document, you must use quotation marks and cite the source.

At the end of each assignment or test, write **“I have read the SJU Academic Honesty Policy and abided by its requirements”** then sign your name. If the assignment is submitted online, type the statement at the very end of the paper and type your name. Assignments will not be graded without this signed statement.

**ALSO NOTE:** The University’s Academic Honesty Policy states that “the unauthorized recording, sale, or use of lectures and other instructional materials” is a violation of the Policy and is considered an act of dishonesty. **Let me be very clear: no one EVER has my permission to RECORD or DISTRIBUTE my words, emails, lectures, comments, or any of our class discussions in ANY format.**

**An Open Classroom:** It is important to me that you leave this class better able to engage critically with political topics. However, there will be times in class, as there will be times in life, when not everyone agrees. You are not required to adopt any particular viewpoint (as someone who studies political behavior, I don’t think I could change your mind even if I wanted to). You can engage with your peers in a constructive manner, and derogatory comments will not be accepted. Interrupting speakers, attacking speakers personally, speaking aggressively, disregarding statements made by the instructor are all types of conduct that are unacceptable.

**Resources on Campus:**

**The Writing Center:** The Saint Joseph’s University Writing Center is free to all members of the SJU community. Both appointments and drop-in sessions are available. The main Writing Center is located in 162 Merion Hall. The Center also has a satellite location in the Post Learning Commons (room 128). For more information, including hours of operation and instructions on how to make an appointment, please visit the SJU Writing Center website at [sju.edu/writingcenter](http://sju.edu/writingcenter).

**Students with Disabilities:**

Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact Dr. Christine Mecke in the Office of Student Disability Services, Bellarmine, B-10, at cmecke@sju.edu; or at 610-660-1774 for assistance with this issue. The university also provides an appeal/grievance procedure regarding requested or offered reasonable accommodations through Dr. Mecke's office. More information can be found at: [www.sju.edu/sds](http://www.sju.edu/sds).

**SJU Policy Prohibiting Discrimination, Harassment and Retaliation:**“As a Catholic, Jesuit University, Saint Joseph’s is committed to the just and respectful treatment of students, faculty, and staff. To this end, Saint Joseph’s prohibits unlawful discrimination against, and harassment of, its employees, students, or applicants for employment or admission on the basis of any characteristic protected by state or federal law. The prohibition extends to discrimination, harassment and retaliation by third parties visiting campus or participating in University-sponsored activities” (excerpted from page 1 of the policy). The [full policy](http://sju.edu/int/resources/humanresources/pdf/ProhibitingDiscriminationHarassmentandRetaliation.pdf) includes information about available resources and confidentiality.

**SJU Sexual Misconduct Policy: Policy Regarding Sexual Assault, Sexual Harassment, Sexual Exploitation, Domestic Violence, Dating Violence, or Stalking**: “Saint Joseph’s University…is committed to providing an institutional environment where all persons may pursue their studies, careers, duties, and activities in an atmosphere free of the threat of sexual assault, sexual harassment, sexual exploitation, domestic violence, dating violence, and stalking (for purposes of this Policy, this conduct may be referred to, collectively, as “Sexual Misconduct”). Sexual Misconduct directed toward students, employees or any member of the University community, including third parties, regardless of sexual orientation or gender identity, interferes with the expectation that all individuals at the University will learn and work in an environment that is free from discrimination. Sexual Misconduct, as defined by the University, may also constitute a crime” (excerpted from page 3 of the policy). For support, resources, and reporting related to sexual misconduct, please visit [**Sexual Misconduct: Support & Resources**](http://www.sju.edu/support#_ga=2.218189726.660852362.1495887161-2093003341.1436637510) page and read the [full policy](http://www.sju.edu/int/resources/humanresources/pdf/SexualMisconductPolicy.pdf).

**Difficulty with Book Prices:** There are resources on campus, email/come see me. We’ll figure it out.

**Difficulty with Food, Housing, or Other Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the professor (if you are comfortable doing so). This will enable me to provide or direct you to any resources that I may possess/ know about.

**Childcare:** In the study of political participation, we understand that institutional design can make it more difficult for some people to participate than others. If you have children, and babysitting arrangements fall through, feel free to bring your child to class with you. Please just sit near the door in case you need to leave!

**SCHEDULE OF READINGS AND ASSIGNMENTS**

ALL MATERIALS SHOULD BE READ *BEFORE* THE CLASS DATE INDICATED

\*Your reading journal should be with you in class\*

**Notes about the schedule:**

1. The content and schedule may change from this outline to meet the needs of this group
2. All points of view–argued carefully and persuasively–are encouraged in all assignments and discussions.
3. We’ll discuss partisanship a lot. I don’t care what *yours* is, only that you can explain it using theories learned in class.

**Week 1: Introduction**

January 14 (Tuesday): Syllabus review, course policies

**Section 1: Partisanship**

**Week 1.5-2: Partisanship is something you’re raised in**

*How are partisans created? What social institution resembles partisanship? How can partisanship change?*

Thursday, 1/16: *The American Voter Model*

* Campbell, Angus, Philip Converse, Warren Miller, and Donald Stokes (1964) *The American Voter* 6-7.

Tuesday 1/21, Outside Influences on Partisanship

**Add/Drop ends today**

* Erikson, Robert, & Stoker, Laura (2011). Caught in the draft: The effects of Vietnam draft lottery status on political attitudes. *American Political Science Review*, *105*(2), 221-237.
* Mettler, S., & Soss, J. (2004). “The consequences of public policy for democratic citizenship: Bridging policy studies and mass politics”. *Perspectives on politics*, *2*(1), 55-73.

Thursday 1/23 Can Partisanship Change?

* Carsey, Thomas & Layman, Geoffrey. (2006). Changing sides or changing minds? Party identification and policy preferences in the American electorate. *American Journal of Political Science*, *50*(2), 464-477.

***Short Writing Assignment 1 (2 p, double spaced): Describe yourself using the American Voter model of partisanship. Be specific. Has college shifted your thinking about your own partisanship? Why or why not?***

**(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Week 3: Partisanship is something you think about**

*How does policy influence partisanship? What happens to partisanship when individuals learn political information?*

Tuesday 1/28 (Tuesday): *A Running Tally*

* Retrospective Voting in American Elections, Fiorina Chapter 4

Thursday 1/30: Do Americans know anything?

* Delli Carpini & Keeter (1996), What Americans Know About Politics. Intro., Ch.1

***Short Writing Assignment 2 (2p. double spaced): What would we want the ideal democratic citizen to know? Do citizens need to understand anything to participate? What sort of questions would we ask to understand their knowledge?***

**(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Week 4: Partisanship is who you like**

*Can partisanship be a calculation and an identity? Where do organized groups fit in this theory?*

Tuesday 2/4: Combining + Adding to Our Models
Green et al. (2004) “Partisan Hearts & Minds." Chapters 1 & 2.

Tuesday 2/6:

* Green et al. (2004) “Partisan Hearts & Minds." Chapter 8

***Short Writing Assignment 3(1 p.): Pick a political party, create two columns a plus and a minus. What groups does the party tend to like and which does it dislike. 7-10 groups in each column.***

**(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Week 5: Partisanship is who you are**

*What happens when multiple identities push you in the same partisan direction?*

Tuesday 2/11: Overlapping Identities

* Mason Ch. 1-3

Thursday 2/13:

* Mason, Ch 4-5

***Short Writing Assignment 4(1 p.): Reflect. Are you a strong partisan? Do you know strong partisans? When are social interactions comfortable? When are they uncomfortable?***

**(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Week 6: Partisanship is who you hate**

**“I never voted for anybody. I always voted against” — comedian W.C. Fields.**

*Do individuals actually feel an attachment to their party as much as they really don’t like the alternate party?*

Tuesday 2/18: Consequences of strong identities

**Submit first reading journal today (including today’s readings)**

* Mason Ch.6-8

Thursday 2/20: Negative Partisanship

The Role of Anger in the Biased Assimilation of Political

Information

Elizabeth Suhay “The Role of Anger in the Biased Assimilation of Political

Information

* Ahler, D. J., & Sood, G. (2018). The parties in our heads: Misperceptions about party composition and their consequences. *The Journal of Politics*, *80*(3)
* Samara Klar and Yanna Krupnikov. Independent Politics: How Americans Disdain for Parties Leads to Political Inaction. Chapter 4

***Short Writing Assignment 5 (2 p.): Do you think ingroup or outgroup partisanship is stronger? Do they reinforce each other? Provide evidence.***

**(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Section 2: Demographics & Identity**

**Week 7:**

Tuesday 2/25

* Friedman & Laurison, Ch Intro & 1

Thursday 2/27

**FIRST ESSAY DUE TODAY**

* Friedman & Laurison, Ch 2

**Week 8 Resources: Money and Time**

Tuesday 3/3:

* Schlozman, K. L., Verba, S., & Brady, H. E. (2012). *The unheavenly chorus: Unequal political voice and the broken promise of American democracy*. Princeton University Press. Ch. 1 (ebook)

***Short Writing Assignment 6 (2 p.): What resources have you taken for granted? What resources have others (either elite or that you know) taken for granted? Explain.***

**(We will discuss Thursday at the start of class, be sure to have your full journal in class with you)**

Thursday 3/5

Friedman & Laurison, Ch 3-4

**Week 9: 3/10 & 3/12 NO CLASS SPRING BREAK**

**Week 10: Resources: Social Networks**

Tuesday 3/17

* Rolfe, M. (2012). *Voter turnout: A social theory of political participation*. Cambridge University Press. Ch.1
* Friedman & Laurison, Ch 5-6

***Short Writing Assignment 7 (1 p.): People emphasize parts of their life that give them some degree of self-esteem. What does “the bank of mum and dad” tell us about how people tell their stories?***

**(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Thursday 3/19 No Class, Dr. Bucci is at a conference**.

**Week 11: Opting In, Opting Out, and Adjusting**

Tuesday 3/24

* Griffin, John and Brian Newman. 2005. Are Voters Better Represented? JOP 67:4 1206-1227
* Junn, Jane. 1999. “Participation in Liberal Democracy: The Political Assimilation of Immigrants and Ethnic Minorities in the United States”, American Behavioral Scientist, Vol. 42, No. 9, 1417-1438.

Thursday 3/26

**Submit second reading journal today**

* Friedman & Laurison, Ch 7-8

**Week 12: Interested Groups**

Tuesday 3/31

* Friedman & Laurison, Ch 9-10

Thursday 4/2 **Last day to Withdraw**

* Friedman & Laurison, Ch 11
* Schlozman, K. L., Verba, S., & Brady, H. E. (2012). *The unheavenly chorus: Unequal political voice and the broken promise of American democracy*. Princeton University Press. Ch. 10 (ebook)

**Section 3: Activism and Isolation**

**Week 13: Organizations**

Tuesday 4/7

* Han, Ch. 1-3

***Short Writing Assignment 8 (2 p.): Pick a club/organization you belong to on/off campus. How does it fit into Han’s typology? Could it be more successful?***

**(We will discuss Thursday at the start of class, be sure to have your full journal in class with you)**

Thursday 4/9

* Chong, Dennis & Rogers, Reuel. “Racial Solidarity and Political Participation” Political Behavior (2005) 27: 347.
* Bobo, Lawrence and Franklin D. Gilliam. 1990. “Race, Sociopolitical Participation, and Black Empowerment.” American Political Science Review 84(2):377-393.

**Week 14: Activism**

**Deadline Alert: 04/13/2020 is the last day to register before the 04/28/2020 PA election.**

Tuesday 4/14

**No Class Monday Schedule**

Thursday 4/16

**Second Essay due today**

Han, Ch. 4-5

**Week 15: Protest**

Tuesday 4/21

* Van Stekelenburg, Jacquelien, and Bert Klandermans. "The social psychology of protest." *Current Sociology* 61.5-6 (2013): 886-905.
* Schussman, Alan and Sarah A. Soule. 2005. “Process and Protest: Accounting for Individual Protest Participation.” Social Forces 84(2):1083-1106.

***Short Writing Assignment 9 (1 p.): Why is recognizing a grievance a large barrier to groups forming***

**(We will discuss Thursday at the start of class, be sure to have your full journal in class with you)**

Thursday 4/23

* **Han, Hahrie “When Does Activism Become Powerful? NYT**

<https://www.nytimes.com/2019/12/16/opinion/activism-power-victories.html>

* McClendon, Gwyneth H. "Social Esteem and Participation in Contentious Politics: A Field Experiment at an LGBT Pride Rally." American Journal of Political Science 58.2 (2014): 279-290.

***Short Writing Assignment 10 (2 p.): Plenty of movements fail until they succeed. How can we think about social movements differently? Use the articles from today’s class.***

* **(We will discuss Tuesday at the start of class, be sure to have your full journal in class with you)**

**Week 16: Isolation & Division**

Tuesday 4/28

**Submit final reading journal today**

* [Walsh, Katherine Cramer. 2012. Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective. American Political Science Review 1-16.](http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8675853)
* Chloe N. Thurston (2018) Black Lives Matter, American political development, and the politics of visibility, Politics, Groups, and Identities, 6:1, 162-170

**Final Reflection: Due on Canvas during exam week.**

### POL 306 Course Learning Outcomes and Means of Achievement Matrix

### Aligned with Political Science, Justice, Ethics, & Law (JEL) and Faith/Justice Student Learning Outcomes

|  |  |
| --- | --- |
| **POL 306 Course-Specific Learning Outcome** | **Primary Assessment Mechanism** |
| Define and describe basic terms, concepts, and methods used to study political participation | **Reading Journal, Short Assignments (Long Writing Assignments)** |
| **POL Objective 1.1: Students will identify, define, or analyze the content and core concepts and theories within the sub-fields.** |  |
| **JEL Objective 3.2 Compare and contrast conceptions of social justice in moral, historical, or legal contexts.** |  |
| **Students will provide a clear, cogent, and contextualized description of "the poor and marginalized".** |  |
| * Analyze institutions and prevailing systems of action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence) by:
	+ Identifying and explaining how politically and socially constructed categories of identity function together and intersect to structure political participation and activism;
	+ Explaining how inequality and disadvantage intersect;
 | **Short Writing Assignments****(Longer Writing Assignments, Reading Guides)** |
| **Students will apply a variety of tools, methods, and perspectives to investigate and interpret issues relevant to the discipline** |  |
| **JEL Objective 2.4. Explain ways that ethics affects legal regimes (local, national, or global)** |  |
| **Invite students to analyze institutions and social structures and to question prevailing systems of thought or action that systematically contribute to modern-day social problems (poverty, racism, human rights violations, violence).** |  |
| * Critically examine insider and outsider strategies for political participation
	+ Identifying and explaining issues of importance to oppressed communities with an emphasis on the "sufferings of the poor" within those communities;
 | **Longer Writing Assignments****(Short Writing Assignments)** |
| **Students will articulate verbally or in writing an argument which defines, analyzes or synthesizes relevant theories and concepts.** |  |
| **JEL Objective 2.4. Explain ways that ethics affects legal regimes (local, national, or global)** |  |
| **Challenge students to consider existing social values (norms) and priorities in light of Gospel values and faith-based traditions of social justice.** |  |
| * Apply concepts and theories of political participation to “real” world politics from a social justice perspective. Participate more thoughtfully and actively, and encourage others to do so.
 | **Larger Writing Assignments (Reflections)** |
| **Students will apply relevant theoretical concepts to assess real world issues.** |  |
|  **JEL Objective 3.2 Compare and contrast conceptions of social justice in moral, historical, or legal contexts.** |  |
| **Engage students directly with the "sufferings of the poor" and explore the call, not only to serve them, but also to stand in solidarity with them.** |  |