

UGC 211 JCA AMERICAN PLURALISM AND THE SEARCH FOR EQUALITY

Fall 2013//T/T 11:00 a.m. - 12:20 p.m. 218 Fronczak Hall

Instructor: Mrs. J. Carter//744 Clemens Hall

Telephone: (716) 645-0814

Office Hours: T/T 12:30 p.m. – 1:30 p.m.

e-mail: aasjmc@buffalo.edu

Course Objective

What is Pluralism? Pluralist ideology asserts that ordinary citizens are best represented in the political process through group affiliation and democracy is vindicated through the interest group process. Aggrieved individuals have simply to organize and put pressure on the system through lobbying, influencing, public opinion and electoral work. In his exposition, *Common Sense*, Thomas Paine said, that "*The mind once enlightened cannot again become dark.*" He goes on to say that "*[t]hose who expect to reap the blessings of freedom must, like men, undergo the fatigues of supporting it. . . Government, even in its best state, is but a necessary evil; in its worst state, an intolerable one.*" Alexander Hamilton said that the best oracle of wisdom is experience. As a pluralist democracy, we are encouraged as ordinary citizens to join the interest group process. But before we are able to do this we must look at the assigned groups, such as class, gender, race, age and ethnicity, to which we are obliged to be a member. If as interested citizens, we are to effectively commit to this pluralist process of democracy, we each need to confront our assigned identities in order to reveal our true interest.

The assigned groups, class, gender, race, age and ethnicity, that are the topics that this course addresses, can best be understood by each class member being appointed to a designated team.

As a team member, you will participate in exercises that require you to work in a corporative way. These activities will include being in three (3) conversations that will discuss substantive ideas about class, race, ethnicity and gender along with preparation for a class presentation that examines an assigned Supreme Court Case as well as Congressional Legislation and US Constitutional Amendments that are attached to this case. These exercises should enable you

*To understand the theoretical ideas of pluralism.

* To examine how pluralism plays a part in telling the story of assigned group inequalities and prejudicial exclusion in a society.

* To experience as a class participant an opportunity to understand the topic through team exercises.

* To encourage tolerance and respect for various viewpoints other than your own, including the illumination of those personal biases and prejudices that support intolerance and disrespect.

* To stimulate your intellectual ability as an independent thinker and broaden your perspective as a citizen.

TEAM DESIGNATION: Your Team designation will be listed under the Assignment section of our UB Learns site.

ASSIGNED READINGS: You will be notified when the assigned readings are to be read. All of the readings are retrievable at our **UB Learns site Course Documents** section and **Glossary** section.

CONVERSATIONS: You are assigned to a **Team** and instructions for each **conversation** and the guidelines for documenting the **transcript** of the conversation will be listed under the **Assignment** section of our UB Learns site.

PRESENTATION: Each **Team** will make a presentation using an assigned **Supreme Court Case**. The presentation guidelines for the entire **Team's responsibilities** and those of each **individual member** of the **Team** will be listed under the **Assignment** section of our UB Learns site.

PRESENTATION QUESTIONS: After each presentation, **each class member** will give a **written answer** to two (2) **general questions** about the case, one (1) that will be posed by the presenting group and one (1) that will be posed by the teacher.

PRESENTATION ANALYSIS: Each group will evaluate the answers to the presentation questions. Instructions for this assignment will be listed under the **Assignment** section of our UB Learns site.

GRADING:

Conversation/Transcript - 2 (@ 15 points each & 1 @ 10 points = 40 pts.

Presentation - team = 25 pts.

Presentation Questions - two (2) questions @ 1 point each = 20 points

Presentation question analysis = 10 pts.

Final Essay = 5 pts.

Total: 100 pts.

Point distribution for Letter Grades: A = 96-100 points; A- = 91-95 points; B+ = 86-90 points; B = 81-85 points; B- = 76-80 points; C+ = 71-75 points; C = 66-70 points; C- = 61-65 points; D+ = 56-60 points; D = 51-55 points; F = below 50 points.

Final grades are based on accumulated points. Grades will not be curved and scores from individual assignments will not be weighted in favor of one type over another. Also, grades are not negotiable, nor are extra-assignments acceptable as grade enhancing.

Note: This syllabus is subject to revisions that are dependent on time constraints and other unforeseen changes.

UGC 211 CAJ AMERICAN PLURALISM AND THE SEARCH FOR EQUALITY

Fall 2013//T/T 2:00 a.m. - 3:20 p.m. 218 Norton Hall

Instructor: Mrs. J. Carter//744 Clemens Hall

Telephone: (716) 645-0814

Office Hours: T/T 12:30 p.m. – 1:30 p.m.

e-mail: aasjmc@buffalo.edu

Course Objective

What is Pluralism? Pluralist ideology asserts that ordinary citizens are best represented in the political process through group affiliation and democracy is vindicated through the interest group process. Aggrieved individuals have simply to organize and put pressure on the system through lobbying, influencing, public opinion and electoral work. In his exposition, *Common Sense*, Thomas Paine said, that "*The mind once enlightened cannot again become dark.*" He goes on to say that "*[t]hose who expect to reap the blessings of freedom must, like men, undergo the fatigues of supporting it. . . Government, even in its best state, is but a necessary evil; in its worst state, an intolerable one.*" Alexander Hamilton said that the best oracle of wisdom is experience. As a pluralist democracy, we are encouraged as ordinary citizens to join the interest group process. But before we are able to do this we must look at the assigned groups, such as class, gender, race, age and ethnicity, to which we are obliged to be a member. If as interested citizens, we are to effectively commit to this pluralist process of democracy, we each need to confront our assigned identities in order to reveal our true interest.

The assigned groups, class, gender, race, age and ethnicity, that are the topics that this course addresses, can best be understood by each class member being appointed to a designated team.

As a team member, you will participate in exercises that require you to work in a corporative way. These activities will include being in three (3) conversations that will discuss substantive ideas about class, race, ethnicity and gender along with preparation for a class presentation that examines an assigned Supreme Court Case as well as Congressional Legislation and US Constitutional Amendments that are attached to this case. These exercises should enable you

*To understand the theoretical ideas of pluralism.

* To examine how pluralism plays a part in telling the story of assigned group inequalities and prejudicial exclusion in a society.

* To experience as a class participant an opportunity to understand the topic through team exercises.

* To encourage tolerance and respect for various viewpoints other than your own, including the illumination of those personal biases and prejudices that support intolerance and disrespect.

* To stimulate your intellectual ability as an independent thinker and broaden your perspective as a citizen.

TEAM DESIGNATION: Your Team designation will be listed under the Assignment section of our UB Learns site.

ASSIGNED READINGS: You will be notified when the assigned readings are to be read. All of the readings are retrievable at our **UB Learns site Course Documents** section and **Glossary** section.

CONVERSATIONS: You are assigned to a **Team** and instructions for each **conversation** and the guidelines for documenting the **transcript** of the conversation will be listed under the **Assignment** section of our UB Learns site.

PRESENTATION: Each **Team** will make a presentation using an assigned **Supreme Court Case**. The presentation guidelines for the entire **Team's responsibilities** and those of each **individual member** of the **Team** will be listed under the **Assignment** section of our UB Learns site.

PRESENTATION QUESTIONS: After each presentation, **each class member** will give a **written answer** to two (2) **general questions** about the case, one (1) that will be posed by the presenting group and one (1) that will be posed by the teacher.

PRESENTATION ANALYSIS: Each group will evaluate the answers to the presentation questions. Instructions for this assignment will be listed under the **Assignment** section of our UB Learns site.

GRADING:

Conversation/Transcript - 2 (@ 15 points each & 1 @ 10 points = 40 pts.

Presentation - team = 25 pts.

Presentation Questions - two (2) questions @ 1 point each = 20 points

Presentation question analysis = 10 pts.

Final Essay = 5 pts.

Total: 100 pts.

Point distribution for Letter Grades: A = 96-100 points; A- = 91-95 points; B+ = 86-90 points; B = 81-85 points; B- = 76-80 points; C+ = 71-75 points; C = 66-70 points; C- = 61-65 points; D+ = 56-60 points; D = 51-55 points; F = below 50 points.

Final grades are based on accumulated points. Grades will not be curved and scores from individual assignments will not be weighted in favor of one type over another. Also, grades are not negotiable, nor are extra-assignments acceptable as grade enhancing.

Note: This syllabus is subject to revisions that are dependent on time constraints and other unforeseen changes.