

AFRICAN AMERICAN POLITICS -- PSC/ABD 218*

Winter 2019 -- Mondays, 6:00 – 9:15 PM

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COURSE DESCRIPTION

- The goal of this course is to give students a pragmatic understanding of the African-American political experience in the United States in order to facilitate an understanding of the current status of African-Americans in general, and the plight of the African-American urban "underclass" in particular. The course is concerned with examining and eradicating myths associated with the African-American "underclass" or explanations of black poverty that are divorced from historical socioeconomic and political realities. Therefore, the course will explore the relationship between African-Americans, historic and contemporary racism, and U.S. capitalist development and political economy throughout various historical periods.
- Throughout the course, particular focus will be placed on the various forms of racism; the slave trade and slave experience; the contradictions between the institution of slavery and American political institutions and principles; barriers to African-American social, political and economic progress; African-American protest and electoral movements, and the subsequent success and failure of these movements; the contemporary social, political and economic status of African-Americans; solutions that have been advanced to facilitate equity within the American political\economic system, and the feasibility of these solutions. This course then is not only concerned with the political status of African Americans, but also with the economic and social status of African Americans.

CLASS POLICIES

TARDINESS -- Class will begin promptly at 6:00 pm. Tardiness is disruptive, and attendance credit will not be given to students who frequently arrive late without a university acceptable excuse.

LEAVING CLASS DURING LECTURE -- Leaving class during lecture is disruptive and therefore prohibited unless you have prior approval to leave before the end of class. You will not be credited for attendance unless you have prior approval.

CELL PHONES -- UNDER NO CIRCUMSTANCES SHOULD STUDENTS RECEIVE CALLS DURING CLASS. All cellular devices must be inaudible. Any student caught texting during class will be required to withdraw, and will receive an "F" in the course.

ELECTRONIC DEVICES FOR NOTE TAKING -- **You are not permitted** to use **any** electronic devices for note taking (i.e., iphones, thinkpads, or laptop computers) in this class.

*PSC/ABD 218 is a Social, Cultural, and Behavioral Inquiry (SCBI) course.

ACADEMIC INTEGRITY

Academic integrity entails absolute honesty in one's intellectual efforts. The *DePaul Student Handbook* details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. **Cheating** is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. **Plagiarism** involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask me. Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions.

SPECIAL CIRCUMSTANCES

If you have any kind of special circumstances that I should be aware of please let me know right away. All information that you share with me will remain confidential. Please note that Special circumstances include a diagnosed (or undiagnosed) learning disability, a physical impairment that will require special arrangements, membership on an athletic team, a band or organization that travels occasionally. If you are a person who has problems with examinations, writing papers, or taking precise notes, please contact the Center for Students with Disabilities (CSD) at 773-325-1677, or you may stop by their offices at Student Center #370.

COURSE EXPECTATIONS AND REQUIREMENTS

ATTENDANCE – 20% of Final Grade -- The class will be taught in a discussion format with a minimum of lecturing. Emphasis will be placed on interactive discussion of materials presented. You will be responsible for information that is presented in class that may not appear in your required reading. Thus, ATTENDANCE IS REQUIRED.

I excuse absences when you provide a doctor's note (for your illness), or a funeral program indicating attendance at a funeral of a relative or friend (a newspaper notice is not sufficient) **on the date of the class period you return after your absence**; or you are a member of a university team or organization and have previously provided me with a list of dates that you will be absent. **Missed assignments are due on the date of your return** from an excused absence. Missed assignments cannot be submitted without penalty unless you have an excused (documented) absence.

The final examination cannot be made-up (see section on final exams). However, please note that late research papers will be accepted, albeit penalized 10 points per day late (see sections on research and observation papers).

ANALYTICAL READING SUMMARIES – 25% of Final Grade (5 @ 5% each)

You are required to write and submit analytical reading summaries for all of the readings that are covered on five class dates of your choosing during the quarter. The purpose of the summaries is to encourage you to complete and think critically about your reading assignments, to competently participate in class discussion, and to improve your ability to follow guidelines.

In case there are multiple reading assignments – On days where there is more than one reading assignment, you are required to review all of the readings within one summary (see below).

A WORD ON MINIMUM PAPER LENGTH AND FOLLOWING GUIDELINES:

Please note that **I am an absolute stickler about students following guidelines and meeting minimum paper length.** Therefore, you will be penalized for an inability to follow guidelines or meet the minimum page requirement.

Cover page -- All analytical reading summaries must have a cover page with pertinent information, name, date, class title/number. **You are prohibited from including headers of any kind on subsequent pages.**

Page length -- Your summaries must be **2 and ½** or more pages, with double spaced pages (Times New Roman 12-point font, with one-inch margins). **You will not receive any credit for papers that are less than 2 and ½ pages.**

Pertinent sections -- Your summaries must be divided into three distinct sections that include a heading for each section, i.e., Section 1, Section 2, Section 3. **You will not receive any credit for papers that do not include three distinct sections for the following 3 prompts:**

Section I What is the central argument of the reading(s) **(Worth 2 points)**? Your answer to this question must be clear and concise, and **must not be more than two sentences in length.**

In case of multiple reading assignments: You are required to indicate the central thesis or arguments of each reading individually.

Section II **A discussion** of three interesting points covered in the reading(s) **and the page(s) each point appears on** **(Worth 2 points)**. Please note that listing three interesting points is not enough; **you must discuss each point.** This section must be your longest section.

In case of multiple reading assignments: You will only need to provide a total of three interesting points (one or more from each reading).

Each point must be numbered individually, i.e., Point 1, Point 2, Point 3, but you are prohibited from devoting a separate line to each heading (see sample format on **D2L**).

Section III Your personal views about the reading(s) **(Worth 1 point)**. This section must not be more than a paragraph.

You will not receive credit for summaries that do not review all readings in instances where there are multiple readings. All analytical reading summaries must be submitted in class on the date that the readings are covered (You will not receive credit for summaries that are emailed, unless you are absent on the day that it is due). **If you are absent without a valid excuse, your summary must be submitted before class begins on the day that it is due.**

There are no make-ups for this assignment unless you have an excused and documented absence (see “Attendance” section above).

VIDEO REFLECTION PAPERS – 10% of Final Grade (2 @ 5% each)

You will view three films/videos in this class, and are required to write a video reflection paper for each, using the prompts below.

Cover page -- All video reflection papers must have a cover page with pertinent information, name, date, class title/number. **You are prohibited from including headers of any kind on subsequent pages.**

Page length -- Your reflection must be **2 and 1/2** or more pages, with double spaced pages (Times New Roman 12-point font, with one inch margins). **You will not receive any credit for papers that are less than 2 and 1/2 pages.**

Pertinent sections -- Your reflection must be divided into three distinct sections that include a heading for each section, i.e., Section 1, Section 2, Section 3. **You will not receive any credit for reflections that do not include three distinct sections) for the following 3 prompts:**

Section I: What is the central argument of the video **(Worth 2 points)**? As in the case of the Analytical Summaries, your answer to this question must be clear and concise, and **must not be more than two sentences in length.**

Section II: **A discussion** of three interesting points covered in the video **(Worth 2 points)**. Please note that listing three interesting points is not enough; **you must discuss them**. This section must be your longest section with regard to page length.

- **Each example must be numbered individually, i.e., Point 1, Point 2, Point 3**, but you are prohibited from devoting a separate line to each heading (see sample video review on D2L).

Section III: **What are your personal views about the video**, and why do you think it is important to view this video in this particular class **(Worth 1 point)**? This section should not be more than a paragraph.

All video reflections must be submitted in class (You will not receive credit for video reflections that are emailed, unless you are absent on the day that it is due). **If you are absent without a valid excuse, your review must be submitted before class begins on the day that it is due.**

Videos are assessible in the course package link on D2L.

- Video Reflection I Due **January 14**
- Video Reflection II Due **January 21 (submit to Dropbox on D2L)**

RESEARCH PAPER – 20% of Final Grade

You will be required to write a 7-page research paper based on a topic that we will agree upon. The research paper is due at the beginning of class on **Monday, February 25**. There will be a five-point deduction for failing to turn in your paper in class.

Early Research Papers: You may elect to submit an early research paper for feedback two weeks before the deadline, on **Monday, February 11**. Early papers must be complete papers. Incomplete papers will not be graded.

Please note that your paper assignment is a "research" paper. It is not an essay or an opinion editorial. Therefore, in writing your paper I expect you to utilize your research skills and the library's many resources in obtaining information for your paper. If you have any questions related to accessing sources for your paper you should consult with the reference librarian or the person in charge of government documents.

RESEARCH PAPER CHECKLIST

The "Research Paper Checklist," located on the last page of this syllabus, must be attached to your research paper. The purpose of the checklist is to ensure that you are apprised of all requirements and have fulfilled them.

NO PAPER WILL BE GRADED WITHOUT THE CHECKLIST.

Please note that **PLAGIARISM** will be subject to University mandated disciplinary action. **EXCESSIVE GRAMMATICAL OR SPELLING ERRORS WILL BE PENALIZED.** Thus, it is essential that you edit your paper carefully!

RESEARCH PAPER DUE DATE AND SUBMISSION

- A hard copy of your research paper must be submitted at the beginning of class on **Monday, February 25**.
 - Five points will be deducted from papers that are not submitted in class.
- You must also place your paper in the Dropbox on **D2L**.
- A letter grade (ten points) will be subtracted for each day that a paper is late (including weekend days) beginning on the date that it is due.

RESEARCH PAPERS WILL NOT BE ACCEPTED VIA E-MAIL

RESEARCH PAPER TOPICS

All papers written for this class will examine a topic pertinent to the experiences of African Americans in the American political system. Therefore, your topic may encompass a particular policy area as it relates to African Americans, a political organization, or a political event or movement. Please note that you may not write your paper on a person or a theoretical/philosophical question.

- **Topic Submission:** You must submit your choice of three paper topics (in ranking order of preference) in writing on **Monday, January 21 in the Dropbox on D2L**. Only two people at most will be allowed to write on the same topic, therefore it would be advisable to choose a unique topic.
- **Changing Topics:** It is imperative that you check the availability of sources before choosing a topic. Changing topics after one has been selected will result in a 30-point deduction in your paper grade. Hence, a significant portion of your grade will be based on your ability to carry a project through to completion.
- Failure to submit a paper on the topic that we have agreed upon will result in a grade of “0” for the research paper assignment.
- I will choose a **non-negotiable** topic for all students who do not submit their choices on the date that paper topics are due. It is your responsibility however, to inform me that you have

SOME POSSIBLE PAPER TOPICS:

- 1) **Education** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of education. This topic includes a discussion and examination of educational attainment, achievement, finances, opportunity and any problems associated with this issue area as it relates to the lives of African Americans in the United States.
- 2) **Health Care** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of health care. This topic includes a discussion and examination of access to adequate and standard health care, particular health problems that plague African Americans, and any other problem associated with this issue area as it relates to the lives of African Americans in the United States.
- 3) **Crime and the Criminal Justice System** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of crime and the criminal justice system. This topic includes a discussion and examination of crime rates, rates of victimization, punishment (e.g. incarceration), and any problem associated with this issue area as it relates to the lives of African Americans in the United States.

- 4) **Economic Empowerment** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of economic empowerment. This topic includes a discussion and examination of the number and proportion of businesses, the value and assets of businesses, the proportion and amount of money that both groups spend as consumers, the products and services that both groups spend money on, and any problem associated with this issue area as it relates to the lives of African Americans in the United States.
- 5) **Political Empowerment** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of political empowerment. This topic includes a discussion and examination of the number and proportion of elected officials, political and voter participation, political ideology and party identification, and any problem associated with this issue area as it relates to the lives of African Americans in the United States.
- 6) **Housing** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of housing. This topic includes a discussion and examination relating to access to decent and affordable housing, the proportion and number of both groups that occupy public, rental and privately-owned property, the median or average monthly payment for rental and owner-occupied housing for both groups, the value of owner occupied housing for both groups, and any problem associated with this issue area as it relates to the lives of African Americans in the U.S.
- 7) **Employment** -- Your paper will examine the status and condition of African Americans in comparison to whites in the area of employment. This topic includes a discussion and examination of unemployment rates, the number and proportion of both groups in the workforce, the occupations of both groups, the number and proportion of both groups located in particular industries, and any problem associated with this issue area as it relates to the lives of African Americans in the U.S.
- 8) **Poverty and Wealth** -- Your paper will examine the status and condition of African Americans in comparison to whites as it relates to poverty and wealth. This topic includes a discussion and examination of poverty and income for both groups, the average worth and asset accumulation for both groups, and any problem associated with this issue area as it relates to the lives of African Americans in the United States.
- 9) **A public policy issue of your choice.**
- 10) **An African American organization, event or social movement of your choice.**

FINAL EXAMINATION – 25% of Final Grade

The final examination will be cumulative (covering all course materials covered from the beginning of the quarter to the end of the quarter), and will test your knowledge and comprehension of information from your class lectures, videos, handouts, and reading assignments. The final will be a take-home examination, and will be due on **Monday, March 18, 2019, no later than 8:15 pm**. Please note that you will be held responsible for all reading assignments, even if we are unable to discuss a particular reading assignment in class.

LATE FINAL EXAMINATIONS WILL BE PENALIZED!

FINAL GRADE CALCULATION

Attendance	20%
Analytical Summaries	25% (5@ 5 points each)
Video Summaries	10% (2 @ 5 points each)
Research Paper	20%
Final Exam	25%

REQUIRED TEXTS

1. Eduardo Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, 3rd edition (Lanham: Rowman & Littlefield Publishers, Inc., 2010).
2. John Hope Franklin and Evelyn Higginbotham, *From Slavery to Freedom: A History of Negro Americans*, 9th edition (New York, N.Y.: Alfred A Knopf, Inc., 2010).
3. Doug McAdam, *Political Process and the Development of Black Insurgency, 1930 – 1970*, (Chicago: The University of Chicago Press, 1999).
4. Reading Package -- Available on Desire to Learn (D2L)
5. Handouts (given in class).

DATES TO COMMIT TO MEMORY

- First Video Summary Due January 14, 2019
- Second Video Summary Due January 21, 2019 (via Dropbox on D2L)
- Analytical Summaries Due Whichever dates you select
- Research Paper Topic Due January 21, 2019 (via Dropbox on D2L)
- Early Research Paper Due February 11, 2019 (Hardcopy and in Dropbox)
- Research Paper Due February 25, 2019 (Hardcopy and in Dropbox)
- Take Home Final Exam Due March 18, 2019 – By 8:15 p.m.

TOPIC AND READING ASSIGNMENT SCHEDULE

NOTE: READINGS ARE TO BE READ BEFORE COMING TO CLASS ON THE DAY SPECIFIED.

WEEK ONE

INTRODUCTION

January 7

First Day of Class -- Class Description and Outline.

- Video Presentation: *Race: The Power of an Illusion: The Story We Tell*, Pt. 2

January 11, 11:59 pm *Last Day to Add or Swap Classes to Winter Quarter Schedule*

WEEK TWO

PART I

January 14

THE PERSISTANCE OF RACE IN AMERICA

Getting on the Same Page:

- Video Presentation: *Race: The Power of an Illusion: The House We Live In*, Pt. 3

Assignment:

Eduardo Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, (Lanham: Rowman & Littlefield Publishers, Inc., 2012).

- **VIDEO SUMMARY I Due on *Race: The Power of an Illusion: The Story We Tell*, Pt. 2 – Submit to Dropbox, no later than 6:00 pm -- 5% of Final Grade**

January 18

Last Day to Drop Classes with no Penalty

WEEK THREE

NO CLASS TODAY, BUT ASSIGNMENS DUE M.L. KING HOLIDAY

January 21

- **VIDEO SUMMARY II Due on *Race: The Power of an Illusion: The House We Live In*, Pt. 3 - 5% of Final Grade**
 - **No later than 6:00 pm (submit to D2L)**
- **Research Paper Topics Due (submit to D2L)**

WEEK FOUR

January 28

Assignment:

Affirmative Action and Reparations

D2L: "The Economics of Reparations," William Darity, Jr. and Dania Frank, *The American Economic Review*, Vol. 93, No. 2, (May, 2003), pp. 326-329.

Assignment:

D2L: "The Case Against Reparations," Adolph Reed, *The Progressive*, December 2000.

Poverty and Employment

Assignment:

D2L: "The Black Underclass as Systemic Phenomenon," Mack Jones, in James Jennings, *Race, Politics, and Economic Development*

The Criminal Justice System

Assignment:

D2L: "Racial Disparities in the Criminal Justice System," Valerie C. Johnson.

Assignment:

D2L: "Trends in U.S. Corrections," The Sentencing Project, 2016.

WEEK FIVE

February 4

Assignment:

Racial Profiling

D2L: "An Analysis of the New York City Police Department's "Stop-and- Frisk" Policy in the Context of Claims of Racial Bias," Andrew Gelman, Jeffrey Fagan and Alex Kiss, *Journal of the American Statistical Association*, Vol. 102, No. 479 (Sep., 2007), pp. 813-823

Assignment:

Educational Inequality

D2L: "The Changing Structure of School Segregation: Measurement and Evidence of Multiracial Metropolitan-Area School Segregation," Reardon, Sean F., John T. Yun, and Tamela McNulty Eitle. *Demography* 37 (3): 351-364.

Assignments:

Campus Climate

D2L: "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students, Daniel Solorzano, Miguel Ceja, and Tara Yosso, *The Journal of Negro Education*, Vol. 69, No. 1/2

D2L: "After Mizzou: 2nd Generation Concerns of African American Students on Predominantly White College Campuses," Valerie C. Johnson and Michael Toney.

WEEK SIX**PART II**

February 11:

SLAVERY AND THE SLAVE TRADE
The African Way of Life and The Slave Trade**Assignment:**

John Hope Franklin and Evelyn Higgenbotham, *From Slavery to Freedom: A History of Negro Americans*, 9th edition (New York, N.Y.: Alfred A Knopf, Inc., 2010), Chapters 2 and 3

Life in Slavery**Assignments:**

Franklin and Higgenbotham, Chapters 5 and 6

D2L: "What to the Slave is the Fourth of July? Frederick Douglas, in Jonathan Birnbaum and Clarence Taylor, editors, *Civil Rights: A Reader on the Black Struggle Since 1787*, (New York: New York University Press, 2000).

D2L: "The Willie Lynch Letter," William Lynch, 1712.

- **EARLY RESEARCH PAPERS DUE**
(You must submit a hardcopy & place in the Dropbox)

WEEK SEVEN

February 18:

Assignment:**Drawing the Battle Lines Between North & South**

Franklin and Higgenbotham, Chapter 9 and 10

Civil War, Reconstruction, and The Post-Reconstruction Period**Assignments:**

Franklin and Higgenbotham, Chapters 11, 12, and 13

D2L: "Slavery, the Constitution, and the Founding Fathers," Mary Frances Berry, in Jonathan Birnbaum and Clarence Taylor, editors, *Civil Rights: A Reader on the Black Struggle Since 1787*, (New York: New York University Press, 2000).

WEEK EIGHT**PART III**

February 25:

Assignment:**THE CIVIL RIGHTS MOVEMENT**

Doug McAdam, *Political Process and the Development of Black Insurgency, 1930 – 1970*, (Chicago: The University of Chicago Press, 1999).

- **RESEARCH PAPER DUE**
(You must submit a hardcopy & place in the Dropbox)

WEEK NINE**PART IV****BLACKS, VOTING, THE CONGRESS, AND THE PRESIDENCY**

March 4:

Assignments:

D2L: “The Political Representation of Blacks in Congress: Does Race Matter?” Katherine Tate, *Legislative Studies Quarterly*, Vol. 26, No. 4 (Nov., 2001), pp. 623-638.

D2L: “The Racial Gap in Voting by College-Educated Blacks and Whites,” *The Journal of Blacks in Higher Education*, No. 48 (Summer, 2005), pp. 38-39.

D2L: “My President Was Black: A History of the First African American White House,” Ta-Nehisi Coates, *The Atlantic*, December 13, 2016.

D2L: “My President Wasn’t Black Enough,” *The Daily Beast*, Goldie Taylor, January 22, 2017.

WEEK TEN**PART V****WHERE DO WE GO FROM HERE?**

March 11:

Assignments:

D2L: “Introduction: Black Awakening in Obama’s America,” in *From #BlackLivesMatter to Black Liberation*, Keeanga-Yamahtta Taylor.

D2L: Michael Lipsky, “Protest as a Political Resource,” *American Political Science Review* (1968), pp. 1144-1158.

Assignment:

D2L: “The Search for New Forms,” Chapter 8 in *Black Power: The Politics of Liberation* (1967), Random House, Stokely Carmichael and Charles V. Hamilton.

- **TAKE HOME FINAL EXAMINATION DISTRIBUTED**

EXAM WEEK**Monday, March 18**

TAKE HOME FINAL EXAMINATION DUE NO LATER THAN 8:15 P.M.

Points will be subtracted from late exams

RESEARCH PAPER CHECKLIST

All research papers must include this **completed** research paper checklist as an attachment. Place a checkmark beside each item that applies to your paper, sign it, and attach it to the back of your research paper. Note that unless otherwise indicated, 10 points will be deducted for all items that do not conform to these guidelines.

- The paper is 7 pages in length – excluding the cover page and the bibliography;
- The paper is a new paper that has never been submitted in another class at DePaul;
- The paper is written on a topic that has been pre-approved (100 point deduction);
- The paper includes a bibliography that has at least 5 (five) sources. **Please note that using the minimum number of sources may not likely provide a full understanding of your topic and will likely yield a minimal grade.**
- Each source in your bibliography is single spaced with a space separating each individual source. Sources are listed in alphabetical order of the author's last name (last name first).
- The primary sources for the paper are journal articles and academic books that have been peer reviewed. You may not use abstracts to journal articles or books as a citation in your paper;***
- Internet citations are limited to one of your five (minimum) sources. Please note that you may use up to three Internet citations, but only one will count toward your 5 minimum required sources;
 - You cannot use internet sources for information that is contained in journal articles and books.
- The paper is typed in Times New Roman 12-point font, and double-spaced with one (1) inch margins;
- Pages in the paper are numbered in chronological order;
- The paper has a cover page that includes the title of the paper, your name, and other relevant information. There are no other headers other than page numbers on subsequent pages;
- The paper includes a thesis statement, setting forth what you will cover in the paper, on the first page;
- The paper includes relevant information/data to support your thesis statement and a discussion of alternative views;
- The data (statistics, etc.) are the most recent available;
- Large direct quotations (those exceeding 3 sentences) are limited to two and are indented and single-spaced.
- The paper includes a conclusion that sets forth your position regarding your topic;
- The paper includes parenthetical citations, footnotes, or endnotes for all of the sources that you use in your paper (please note that the use of nonstandard citations will result in a 30-point deduction in your research paper grade);

--MORE ON BACK--

- Each parenthetical citation, footnote, or endnote includes the page number(s) where you found material that you are citing (please note that failure to indicate the page number(s) within the citation will result in a 10-point deduction in your research paper grade, per citation in which this occurs);
- The paper is not *a patch quilt paper*—a series of quotes quilted together with little to no paraphrasing or analysis.
- The use of more than one chapter from an edited volume (an edited book) counts as one source.
- Wikipedia or any other encyclopedia or dictionary are not used or cited as sources in your paper.
- Required class readings or any other class materials are not used as a source for your paper.**
- The following items may be used, but are not counted as sources in your bibliography:
 - Amendments to the Constitution; Sources of tables or charts;
 - Court cases
- Census Bureau data can be used, but is not counted as one of your 5 minimum required sources.
- Newspaper articles (including *CQ Researcher* articles) are limited to one of your five (minimum) sources. Please note that you may use up to three Newspaper or CQ Researcher articles as citations, but only one will count toward your minimum five sources;
- Access World News* citations must include the complete citation from the original source;
- The paper has a separate bibliography that includes bibliographic references for all parenthetical citations, footnotes, or endnotes used in your paper, and each type of source, i.e., books, journal articles, newspaper articles, internet, are separated in individual sections;
- All bibliographic references correspond to a parenthetical citation, footnote, or endnote in your paper;
- All tables and charts are reproduced and the source is noted directly beneath the table or chart (sources for tables and charts are not bibliographic sources). Inserting copies of charts, tables, etc. is unacceptable;
- The paper has been re-read and edited and conforms to the rules of English grammar—**EXCESSIVE GRAMMATICAL OR SPELLING ERRORS WILL BE PENALIZED**; and
- By signing this checklist, I agree that I have read and checked all applicable items.

Signature