

DEPARTMENT OF POLITICAL SCIENCE
BELLARMINE COLLEGE OF LIBERAL ARTS
LOYOLA MARYMOUNT UNIVERSITY

CRITICAL RACE THEORY

Political Science (POLS) 3050 | Chicana/o & Latina/o Studies (CLST) 3998

Fall 2017, 4 Units

UPDATED Aug 29, 2017 (v. 1.1)

Instructor: **Prof. Andrew Dilts**

Office: University Hall 4134

Office Hours: M/W, 1:00p – 2:30p

<http://dilts.org/officehours>

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Class Meetings:

M/W, 09:40a-11:10a

St. Robert's Hall 353

Course Websites:

<https://crtlmu2017.wordpress.com/>

COURSE INFORMATION

This course takes up the question of race and politics through the lens of critical theory, legal theory, and political philosophies of race and difference. To that end, it is an extended study of what the philosopher Charles Mills describes as “white supremacy as a political system” as it is exercised through the law, social norms, and ways of thinking and knowing. It will primarily focus on the specific academic and political movement of Critical Race Theory (CRT), an offshoot of the Critical Legal Studies tradition that developed in the last quarter of the 20th century and which has taken on renewed importance in the 21st century and its repeated yet unsubstantiated claims of being a “post-racial” social and political order. The course will pay special attention to intersections of race with, sexuality, gender, and disability.

STUDENT LEARNING OUTCOMES:

- 1) Students will develop a grounding in the major concepts and arguments of Critical Race Theory.
- 2) Students will develop an appreciation for how theory informs the discipline of political science, and in particular the study of the law from the point of view of difference.
- 3) Students will develop an understanding of what race is (and is not) and how it functions in the modern and contemporary periods of United States political life.
- 4) Students will improve their skills of deliberation and logical argumentation.
- 5) Students will improve their critical, argumentative, and interpretive writing skills.
- 6) Most importantly, students will develop their critical thinking skills and apply them to their political and social lives, allowing them to grow as persons and as critical citizens.

PREREQUISITES/RECOMMENDED BACKGROUND: This is an upper division course in political theory, and as such, students should have completed either POLS 2000 or CLST 1116 or AFAM 1211.

COURSE REQUIREMENTS

This course is a 4-unit, upper-division course. This means that this course has **intensive reading requirements** and you will be held accountable for that reading with frequent writing assignments; it will require **multi-draft writing** throughout the semester; it will substantively focus attention on **methodological training** in political theory (by applying theoretical frameworks to empirical practices); it includes a **significant individual mentoring component**. To reflect these ends, the course has the following requirements:

- (1) You will **write a substantial research paper** during the semester (approx. 15-20 pages in length with complete scholarly documentation). This paper must be formatted and submitted properly to receive full credit, as documented in the course paper requirements on the course website. This paper will be due during Finals Week. To support the development of this paper, a number of smaller “assignments” will be required:
 - a) a **research paper prospectus**, including a clear statement of your thesis, an abstract, and an outline of proposed paper.

- b) a **rough draft** of the research paper to the instructor and to your peers that will be used in a formal **peer-review** session, editing and commenting on two of your colleagues' paper drafts.
- c) an **annotated bibliography** supporting your research paper. Prior to submitting the complete annotated bibliography, you will also submit:
 - i) A **digital bibliographic assignment** using the citation management software Zotero;
 - ii) An **extensive non-annotated bibliography** covering your area of research;
 - iii) A **preliminary version of the annotated bibliography**;
 - iv) A **final annotated bibliography**, submitted along with your research paper.
- (2) You will be held accountable to each other for the course reading by **submitting a written reading question twelve hours before** each class meeting. Your reading questions must demonstrate (a) completion of the reading assignment and (b) thought and reflection on the reading assignment. The grading criteria for these questions are detailed below. You should make it a practice read each other's questions before the class meets.
- (3) You must **attend class** and be an **active participant** in discussion. Because this is a text-driven course, you **must always bring a hard-copy of the day's reading to class and you must be prepared to publicly present your reading question in class**. If you are more than 5 minutes late to class, you will be presumed absent. If you do not bring your copy of the reading with you to class, you will be treated as absent.

GRADE BREAKDOWN:

Bibliography Assignment 1	5%
Paper Prospectus:	10%
Bibliography Assignment 2	5%
Bibliography Assignment 3	10%
Final Annotated Bibliography:	10%
Research Paper:	30%
Peer Review:	5%
Reading Questions:	15%
Attendance:	5%
Participation:	5%

GRADING SCALE:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

****Any student who receives a failing grade for attendance and participation will receive a failing grade for the class.****

READING QUESTIONS: A good reading question is one that directly and explicitly engages with the text. Your question should **cite** a specific passage, term, or concept that you are puzzled about, and it should offer your interpretation of the passage at hand. It should be focused on something that genuinely puzzles you in the reading, and which you can probably assume that others find puzzling or confusing as well.

You will submit one question per class meeting. Questions must be **submitted twelve (12) hours before** class meets (**i.e. by 9:40pm the night before class meetings**). Late questions will be accepted for partial credit. Questions posted after class meets will receive no credit. Questions will be graded on a three-point scale: Excellent = 2, Satisfactory (or late) = 1, Unacceptable (or not submitted) = 0.

In the unlikely event that students are not keeping up with the reading, the instructor reserves the right to add short reading quizzes without notice.

REQUIRED TEXTS

Please use these editions of the texts so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via electronic reserve in PDF format. You must **print** hard copies of these readings, i.e. do not bring your computer or e-reader in order to refer to the texts.

- W.E.B. DuBois, *The Souls of Black Folks* (Dover) [ISBN: 978-0486280411]
- Joel Olson, *Abolition of White Democracy* (Minnesota, 2004). [ISBN: 978-0816642788]
- Ian Haney López, *White by Law, 10th Anniversary Edition* (NYU, 2006). [ISBN: 978-0814736947]
- Charles Mills, *The Racial Contract* (Cornell, 1999). [ISBN: 0801484634]
- Ta-Nehisi Coates, *Between the World and Me* (Spiegel & Grau, 2015). [ISBN: 978-0812993547]

Strongly Recommended:

- Keeanga-Yamatta Taylor, *From #BlackLivesMatter to Black Liberation* (Haymarket). [ISBN: 978-1608465620]
- Michael Harvey, *Nuts and Bolts of College Writing* (Hackett, 2003), ISBN: 9780872205734].
- Stanley Chodorow, *Writing a Successful Research Paper* (Hackett, 2011), ISBN: 9781603844406.

TENTATIVE COURSE SCHEDULE

*e-reserve readings are marked with an * | approx. number of pages are given in brackets*

I. What is it like to be a “problem?”

Week 1:

M Aug 28: *Course Introduction and Overview*

- George Yancy, “Walking While Black in the ‘White Gaze.’”* [4]

W Aug 30: *What is it like to be a “problem?”*

- Audre Lorde, “The Transformation of Silence into Language and Action.”* [5]
- Kiese Laymon, “How to Slowly Kill Yourself and Others in America.”* [8]

****Over weekend, watch Race: Power of an Illusion, Eps. 1-3**

<http://lmu.kanopystreaming.com/video/race-power-illusion-0>**

II. 18th and 19th Century Accounts of Race

Week 2:

M Sep 4: NO CLASS MEETING — Labor Day

W Sep. 6: *Archetypal Modern Accounts of Race*

- Immanuel Kant, “Of the Different Human Races,” (1777) in *The Idea of Race*, 8-22.* [14]
- Thomas Jefferson, “Notes on the State of Virginia,” (1781), selections.* [7]
- G.W.F. Hegel, “Anthropology,” (1830) in *The Idea of Race*, 35-44.* [10]
- Sojourner Truth, “Ain’t I a Woman?” (1851) & “Keeping the Thing Going...” (1867).* [2]
- Frederick Hoffman, “Race Traits and Tendencies of the American Negro,” (1896).* [20]

Week 3:

M Sep. 11: Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century* (The New Press) Chs. 1 and 2.* [54]

W Sep. 13: W.E.B. Du Bois, *The Souls of Black Folk*, Forethought & Chapters 1-2.

F Sep. 15: ****Bibliography Assignment 1 (Zotero) Due****

Weeks 4:

M Sep. 18: Du Bois, *Souls*, Chapters, 3-6.

W Sep. 20: Du Bois, *Souls*, Chapters 7-10.

Week 5:

M Sep. 25: Du Bois, *Souls*, Chapters, 11-14.

III. Race as a Political Concept

W Sep. 27: Michael Omi and Howard Winant, “Racial Formation in the United States,” in *The Idea of Race*, pp. 181-212. [32]*

Recommended: Chris Zepeda-Millán & Sophia J. Wallace, 2013, “Racialization in times of contention: how social movements influence Latino racial identity,” *Politics, Groups, and Identities* 1:4, 510-527. [18]*

Week 6:

- M Oct. 2: Charles Mills, *The Racial Contract*, Introduction & Chapter 1, pp. 1-40. [40]
W Oct. 4: Mills, *The Racial Contract*, Chapters 2 & 3, pp. 41-133. [93]

Recommended:

- Charles Mills, "The Racial Polity" in *Blackness Visible*, 119-137. [19]*
- Charles Mills and Neil Roberts, "The Critique of Racial Liberalism: An Interview with Charles W. Mills," <http://www.aaihs.org/the-critique-of-racial-liberalism-an-interview-with-charles-w-mills/>
- Dialogue: The Racial Contract Today (special issue of *Politics, Groups, and Identities*, 3 no. 3)
 - Jagmohan, Desmond. "Introduction." *Politics, Groups, and Identities* 3, no. 3 (July 3, 2015): 469–70.
 - ———. "Race and the Social Contract: Charles Mills on the Consensual Foundations of White Supremacy." *Politics, Groups, and Identities* 3, no. 3 (July 3, 2015): 488–503.
 - Lindsay, Keisha. "The Racial Contract: A Feminist Analysis." *Politics, Groups, and Identities* 3, no. 3 (July 3, 2015): 524–40.
 - Mills, Charles W. "The Racial Contract Revisited: Still Unbroken after All These Years." *Politics, Groups, and Identities* 3, no. 3 (July 3, 2015): 541–57.
 - Smith, Anna Marie. "The Racial Contract, Educational Equity, and Emancipatory Ideological Critique." *Politics, Groups, and Identities* 3, no. 3 (July 3, 2015): 504–23.
 - Turner, Jack. "Reconstructing Liberalism: Charles Mills' Unfinished Project." *Politics, Groups, and Identities* 3, no. 3 (July 3, 2015): 471–87.

****Over weekend, watch Not Your Negro (<http://lmu.kanopystreaming.com/video/i-am-not-your-negro>), and read Zandria Robinson's review of the film: <https://hyperallergic.com/370394/i-am-not-your-negress-on-violence-and-american-necrophilia/>****

Week 7:

- M Oct. 9:
- James Baldwin, "On Being White... And Other Lies."* [3]
 - Joel Olson, *The Abolition of White Democracy*, Introduction and Chapter 1 (pp. xi-30). [49]

Recommended: Robin DiAngelo, "White Fragility," *The International Journal of Critical Pedagogy* 3, no. 3 (2011), <http://libjournal.uncg.edu/ijcp/article/view/249>.

W Oct. 11:

- Olson, *Abolition of White Democracy*, Chapters 2-3 (pp. 31-93). [63]
- Judith Shklar, *American Citizenship: The Quest for Inclusion*, Introduction.* [12]

Week 8:

- M Oct. 16:
- Olson, *Abolition of White Democracy*, Chapters 4-5 (pp. 94-145). [52]
 - Angela Davis, *Abolition Democracy*, selections.* [13]

Recommended (for Weeks 7 and 8):

- Linda Alcoff, "What Should White People Do?" *
- Ladelle McWhorter, "Where Do White People Come from? A Foucaultian Critique of Whiteness Studies."*
- Noel Ignatiev, "The Point Is Not To Interpret Whiteness But To Abolish It" *
- Noel Ignatiev, "Treason to Whiteness Is Loyalty to Humanity" *
- Joel Olson, "Whiteness and the 99%" *

W Oct. 18: **NO CLASS MEETING — Instructor Absence**

F Oct. 20: ****Term Paper Prospectus Due****

IV. The Legal Construction of Race

Week 9:

- M Oct. 23: Ian Haney López, *White by Law*, Chapters 1-4. [76]
W Oct. 25: López, *White by Law*, Chapters 5-8. [85]

Week 10:

- M Oct. 30: Cheryl Harris, "Whiteness as Property" in *Critical Race Theory*, 276-291.* [16]
W Nov. 1: Nicholas De Genova (2004), "The Legal Production of Mexican/Migrant 'Illegality'"* [26]

Recommended (for Weeks 9 and 10):

- Ian Haney Lopez, 1998, "Race and Erasure: The Salience of Race to Latinos/as." In *Critical Race Theory: The Cutting Edge*, 369-378. [10] *
- Kimberlé Williams Crenshaw, "Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law" in *Critical Race Theory*, 103-122. [20] *
- Derrick Bell, "Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation," in *Critical Race Theory*, 5-20. [16] *
- Derrick Bell, "Brown v. Board of Education and the Interest Convergence Dilemma" in *Critical Race Theory*, 20-29. [10] *
- *Brown v. Board of Education*, 347 U.S. 483 (1954) *

V. Intersections

Week 11:

- M Nov. 6: Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" in *Sister Outsider* * [10]
W Nov. 8: Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," in *Critical Race Theory*, 357-384.* [28]

Week 12:

- M Nov. 13: Patricia Hill Collins, "Black Feminist Epistemology" in *Black Feminist Thought*, 251-271. [21]*
W Nov. 15: Gloria Anzaldúa, "La conciencia de la mestiza / Towards a New Consciousness" in *Borderlands / La Frontera*, pp. 77-91.* [16]
F Nov. 17: ****Bibliography Assignment 2 (Non-Annotated Research Bibliography) Due****

Week 13:

- M Nov. 20: María Lugones (2007), "Heterosexualism and the Colonial/Modern Gender System," *Hypatia*, Vol. 22, No. 1, 186-209.* [24]
W Nov. 22: **NO CLASS MEETING — Thanksgiving Holiday**

**** Over weekend, watch *Out in the Night* (<http://lmu.kanopystreaming.com/video/out-night>)* ****

Week 14:

- M Nov. 27: Cathy Cohen, 1997, "Punks, Bulldaggers and Welfare Queens," *GLQ*, Vol. 3, 437-465. [29]*
W Nov. 29: Dean Spade, "Introduction" and "Administering Gender" in *Normal Life* (2015), pp. 1-19, 73-93. []*
F Dec. 1: ****Bibliography Assignment 3 (Annotated Bibliography Draft) Due****

Recommended (for Weeks 11-14)

- "What is Intersectionality?" in Patricia Hill Collins and Sirma Bilge, *Intersectionality*, Key Concepts Series (Cambridge, UK ; Malden, MA: Polity Press, 2016). *
- Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy." *
- Audre Lorde, "The Uses of Anger" *
- Sumi Cho, "Post-Intersectionality: The Curious Reception of Intersectionality in Legal Scholarship," *Du Bois Review* 10:2, 385-404. [20]*
- Cathy J. Cohen, "Deviance as Resistance: A New Research Agenda for the Study of Black Politics," *Du Bois Review: Social Science Research on Race* 1, no. 1 (2004): 27-45.
- Ladelle McWhorter, 2004, "Sex, Race, and Biopower: A Foucauldian Genealogy," *Hypatia*, 19:3, 38-62 [25]*
- Michele Goodwin, "Gender, Race, and Mental Illness: The Case of Wanda Jean Allen" in *Critical Race Feminisms*, 228-237. [10]*
- Dorothy Roberts and Sujatha Jesudason, 2013, "Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies," *Du Bois Review* 10:2, 313-328. [16]*
- Gender Beyond the Binary (Video): <https://www.theguardian.com/world/video/2017/jul/28/gender-beyond-the-binary-video>
- "Not Your Mom's Trans 101" from tranarchism.com: <http://www.tranarchism.com/2010/11/26/not-your-moms-trans-101/index.html>
- "Trans Liberation Speech" by X/@dirtyartboi, from Trans Liberation March Chicago 2017: <https://dirtyartboi.wordpress.com/2017/03/06/chicago-trans-liberation-march-3317/>

VI. "The Dream"

Week 15:

- M Dec. 4: Ta-Nehisi Coates, *Between the World and Me*, Part 1 (pp. 1-71). [71]
W Dec. 6: Coates, *Between the World and Me*, Parts 2 & 3 (pp. 73-152). [80]
F Dec. 8: ****Draft of Research Paper Due to Peer Editors via email by 5:00 pm.****

Recommended: Ta-Nehisi Coates, "The Case for Reparations"* [14]

Week 16 (Finals Week):

- M Dec. 11: ****Peer Reviews due to each other by 5:00pm****
F Dec. 14: ****FINAL Draft of Research Paper Due via email by 11:59pm****

COURSE POLICIES

ACCESSIBILITY: Students with special needs who require accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information. All students are invited and encouraged to discuss with me any questions and suggestions you might have about how to ensure that our class is supportive of difference and welcoming to all modes of learning, thinking, and interacting.

OFFICE HOURS: I look forward to meeting with you during regularly scheduled office hours or by appointment (when meeting during office hours is not possible). Students who would like to discuss issues raised in the course further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours. Students should schedule office hour appointments in advance and are asked to keep those appointments promptly.

POLICIES CONCERNING CONFIDENTIALITY: While I will always work to ensure an atmosphere of trust and respect in which you feel you can come talk to me, university policies (pursuant to Title IX and the Clery Act) may limit my ability to maintain confidentiality with regard to some topics. These include allegations of sexual harassment, sexual violence or assault, dating or domestic violence, stalking, and other misconduct involving students, faculty, or staff. These may trigger contact with a campus official who will want to speak with you about the incident you shared, and conduct an investigation. While I can assure some degree of confidentiality, counselors at Student Psychological Services and doctors and nurse practitioners at the Student Health Center can ensure more. For more information about this, please consult the Community Standards, the LMUCares website, or come and chat with me about it.

If at any time you need someone to talk with, you can always contact Sojourn Services (in Santa Monica) at 310-264-6644 or the Rape, Abuse, and Incest National Network (RAINN) 24-hour hotline at 1-800-656-HOPE or online at <https://rainn.org/>.

To file a report of sexual or interpersonal misconduct, contact the Department of Public Safety (DPS) in person, or by calling 222 from any campus phone or (310) 338-2893 from any phone. If you are unsure about who to talk to, please ask me or another faculty member that you trust. Just be aware that faculty members (and many LMU staff) are potentially obligated to report incidents on your behalf.

RESPECT FOR OTHERS: Given the nature of the topics explored in this course, a spirit and active practice of mutual respect is crucial for classroom discourse. Students must respectfully listen to others' critiques and articulate responses in a thoughtful manner. To facilitate our conversations, we will also presume that what happens in the classroom stays in the classroom. As always, you will be held to the standards defined in the LMU's *Community Standards* Student Conduct Code:
(<http://studentaffairs.lmu.edu/administration/judicialaffairs/studentcodespolicies/>)

GENDER NEUTRAL & GENDER SPECIFIC LANGUAGE, NAMES & ACCENTS: Academics no longer use the pronoun "he" to apply universally to all persons, nor do we use the term "man," when we are referring to humanity or people in general. In our writing, when we are making generalizations we should use gender neutral pronouns (such as sie and hir, they/their, etc.). Where this is not possible (either because the claim you are making is gendered, or because you are relying on a text that uses gender-exclusive pronouns), you must explain why this is the case. At a minimum, this requires an explanatory footnote (e.g. Kant uses "he" or "mankind" as universals. Such footnotes should appear at your first usage of his language, directly quoted or not, and say that you are following Kant's usage here, and do not mean to endorse his usage). You aren't necessarily required to solve these problems, but you are required to make note these problems and signal your awareness of them.

When referring to a specific person or group of people, we should use the language and pronouns *that they prefer* if we know them. Further, we should be attentive to the spelling and accents of author's names. Finally, all authors should be referred to by their entire names, or only their last names, *not by their first names*, orally and in writing.

ATTENDANCE: Timely, prepared, and engaged attendance is required. Absences will only be excused in the case of documented illness or emergency. If there is a conflict between course participation and religious observance, please contact me in advance. It is not necessary to obtain prior approval from the instructor when missing a meeting is unavoidable, but note that students bear the *entire responsibility* for the decision to miss class and for whatever effect that may have on their course grade and their learning experience. Repeated absences and lateness will directly affect the discussion and attendance portion of a student's grade. Participation in class discussions will be evaluated on quality, quantity, and appropriateness of student questions and comments. Please note: it is just as possible to talk *too much* as it is to talk too little in class. Likewise, there is such a thing as active listening, and yes, your professors are capable of distinguishing this from passive listening. If you are worried about the level and/or quality of your participation, the best thing to do is to come to office hours, where the professor can give you direct feedback throughout the semester, rather than at the end (when it is too late to improve your practices!).

WRITING ASSIGNMENT SUBMISSIONS AND LATE PENALTIES: Submission requirements and formatting details will be posted with each assignment. I accept assignments when they are due. Assignments must be turned in at the designated time and place. Failure to turn in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only in exceptional circumstances). Except in documented cases of illness or emergency, a penalty of up to a **full letter grade** may be assessed for each day (24hrs) the assignment is late. When assignments are submitted electronically, this includes weekend days.

PLAGIARISM & ACADEMIC HONESTY: Academic dishonesty will be treated as the extremely serious matter that it is. Proven plagiarism of any kind may result in automatic failure of the course and will be referred to the University for further disciplinary action without exception. I reserve the right to submit your electronic document to plagiarism detection websites if necessary. It is **never** permissible to turn in any work that has been copied from another student or copied from a source (including the Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process" which appears in the LMU *Community Standards*. It is not permissible to turn in work for a class that has been previously submitted in part, or in whole, for credit in another course. Any doubts or questions related to this policy should be brought to your instructor as soon as they arise and before you turn in the work. You should also refer to the additional statement on academic honesty in the writing requirements posted on the course website.

COURSE COMMUNICATION: I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address. I encourage you to contact me via email with questions about the course, the material we cover in class, and assignments. I will also post announcements and updates to the course website. It is your responsibility to monitor this website as you will be held responsible for information posted there even if I don't email you about it.

You are expected to be professional in all communication with the instructor. Email communication should use complete sentences with a proper salutation and conclusion. Treat the email more as a letter and less like a text message. Include a comprehensible subject heading (e.g. "POLS 3050 assignment question"), address and sign the email, making sure to identify what class you are in (usually instructors are teaching more than one class) and explain clearly what it is that you are inquiring about. Failure to do these will guarantee that you will not get a response. Unless I've explicitly stated otherwise, I generally check my university email only during normal business hours (weekdays, more or less until 5pm).

Finally, here is a short list of things to which **I will not respond:**

- Questions that can be answered by checking the course syllabus or looking online.
- A request to know **if** you missed anything in class. (The answer is yes.)
- A request to know **what** you missed in class. (Instead of asking this through email, take the appropriate next steps to catch up: ask a classmate for notes, meet with me in my office hours, etc.)

TECHNOLOGY USE DURING CLASS: The purpose of *any* technological tool is to apply scientific or abstract knowledge to practical applications. *Digital* technologies may often seem like they will aid in this project, but this is not automatically the case. To that end, you may bring a laptop computer or tablet to class provided that it enables you to engage *more* in the class discussion than without it. You may also use a computer or tablet to help you take notes. Email, Twitter, Facebook, or anything at all that is not directly related to the *conversation* we are having will not be

tolerated. Using a computer in this way during a seminar is rude and disrespectful to your classmates. **If you need to use a computer in class, you will be expected to post copies of your class notes *immediately* following the class session to share with others.** If you are not willing to do this, do not bring a computer with you. The same applies to e-readers/tablets/phones of any kind, etc. Use of any technology in class that does not directly contribute to our discussions will not be tolerated.

In short: you should only have computer/tablet in class if you **need** it, and the entire burden of proof that you need it is on you.

But also, recent evidence indicates that note taking on a computer or tablet is actually not a good way to learn things, to remember things, or to enhance comprehension.¹

E-Reserve texts should be *printed* and brought to class. Electronic/digital editions of the texts are not acceptable for this course. E-Reserve readings will be made available as PDFs prior to the start of the course (and my suggestion is to head to a copy shop to print and bind those readings).

Your **phone must be turned off and put away** (unless you have received prior permission from the instructor, which will only be given in truly *exceptional* circumstances). If your phone rings during class, you will be marked absent for the session.

TENTATIVE NATURE OF THE SYLLABUS: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on the course website.

¹ Don't believe me? See <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581> (this study is written up here: <http://ww2.kqed.org/mindshift/2015/08/18/taking-notes-is-the-pen-still-mightier-than-the-keyboard> and here: <http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>. And also see this study: <http://journals.sagepub.com/doi/abs/10.1177/0956797616677314>. Oh, and how about this one as well, which used an field experiment at West Point to find that having laptops and tablets in the classroom actually drove down final exam scores by almost two standard deviations (which is a LOT): <http://www.sciencedirect.com/science/article/pii/S0272775716303454>