POLI 210 - Principles of Amer. Politics

Fall 2015

Section 001: B062 JFSB on M W from 1:00 pm - 2:15 pm

Instructor/TA Info

Instructor Information

Name: Adam Dynes
Office Location: 784 SWKT
Office Phone: 801-422-2337
Office Hours: Tue 2:00pm-4:00pm
Or By Appointment
Email: adamdynes@byu.edu

Course Information

Description

Is the U.S. Constitution democratic enough? Or does this even matter given voter ignorance and the apparent influence of organized interests and political parties? Moreover, what tools can we use to even answer these questions, and what implications do these answers have for you as a citizen and political participant?

This is just a sample of the important questions we will address in this course, which is an intermediate introduction to the major topics, approaches, and theories in the subfield of American politics. I will conduct the class as a mixture of lecture and seminar. This means students need to have carefully read the material before each class period and come prepared to contribute their opinions (and in some cases, findings,) about the readings.

Because this course is designed to provide students and political science majors, in particular, with a solid foundation in the discipline’s approach to the study of American politics, we will cover a great deal of material across a range of topics. Thus, the reading load is substantial. However, if you put in the time to complete the readings and assignments in this course, you will considerably advance your understanding of the U.S. political system and your role in it. Along the way, you will develop tools that will help you fulfill your professional and civic responsibilities and enable you to ask and answer your own questions about politics and the social world more generally.

Please note that this is a relatively new course in the department and my first time to teach it. As such, it is still under development, and your feedback on how to improve the course would be appreciated. In addition, I reserve the right to make changes to the syllabus during
the semester as needed. I will inform students of any changes via email, on Learning Suite, and in class.

Learning Outcomes

Effective and Professional Writing

Craft your own effective and insightful argument using clear and engaging prose that is analytically sound.

Politics, International Relations, and Political Philosophy

Understand important theoretical traditions in the study of (American) politics.

Critical Thinking and Analysis

Apply theories of politics to explain current practices in American Politics.

Be intellectually enlarged

Demonstrate a familiarity with American politics and political philosophy

Additional Learning Outcomes

This course also fulfills the following learning outcomes from the Department of Political Science.

Students should be able to:

1. Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy.

2. Think critically and analytically about government, political processes, and political theories, including the components of a good society.

3. Use rigorous methods of research design and analysis to answer political questions, including multiple research methodologies.

4. Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material.

Although students will not be collaborating with others extensively in this course, they will engage in discussions of politically important issues and practice doing so civilly, which addresses the Department's remaining learning outcome:

1. Collaborate effectively with others, including participation in political processes and engagement on issues of political importance.

This course, taken in conjunction with either HIST 220 (The United States Through 1877), HIST 221 (The United State Since 1877), or ECON 110 (Economic Principles and
Problems), also fulfills the American Heritage requirement, which has the following student outcomes:

Students should be able to:

1. Explain the historical context within which American independence was declared and won.
2. Compare and contrast the Founders' constitutionalism with more recent concerns of democracy and rights.
3. Identify and discuss the essential features of the United States Constitution as they relate to human freedom and the structures which protect that freedom.
4. Understand the role of competitive economic institutions as an auxiliary to state action.
5. Explain distinctively Latter-day Saint perspectives on the Constitution, including the political and social climate at the time of the restoration.
6. Recognize challenges to the early tradition of American constitutionalism and substantive changes in the interpretation and functioning of the Constitution and our political and economic institutions.
7. Recognize the privileges and responsibilities associated with citizenship in the USA.

The course will address goals 1, 2, 3, 5, and 6 directly as we read and discuss the Constitution and arguments made for and against it by historical, contemporary, and LDS sources. We will touch on goal 4 when discussing the general framework of the U.S. political system. Later in the semester when discussing economic policy, we will address goal 4 more directly. And last, we will address goal 7 throughout the semester as a common theme in the course will be the implications that the readings and theoretical ideas have for students in their role as citizens.

**Prerequisites**

Ideally students should have successfully completed POLI 200 (Political Inquiry) or currently be enrolled in it. POLI 200 provides essential background related to understanding theories, hypothesis testing, and writing in political science.

However, I will allow students without POLI 200 to take this course for several reasons: First, the vast majority of readings are excerpts that almost always exclude the data analysis. Thus, having additional training in stats will not be necessary to evaluate these readings. Second, I plan to use class time to help you learn how to read and evaluate academic works -- even when they include methods and data that you are not familiar with. Third, the main thing I want you to take away from most of the readings are their intuitions, their theory of how politics work, and their substantive or empirical findings.

**Required Readings**

• A major nationwide newspaper.  
  *(NOTE: Every day, you should skim through a major nationwide newspaper, focusing on articles about the U.S. and its politics. I recommend using the New York Times because you can access it for free through the Harold B. Lee Library. Simply go to http://loginscripts.lib.byu.edu/?resource=nyt and create an account with your byu.edu email at the New York Times website. After that, you can access their entire website for free by using the link found at the bottom of the page above on the Library’s website. You can also sign up to receive Email Subscriptions in your account, which will deliver the top U.S. and politics to your inbox each day.)*

• Other required readings are indicated in the course schedule and will be available online (usually through a search on Google Scholar) or through Learning Suite.

**Recommended Readings**

  *(NOTE: Any version of this textbook will suffice. I highly recommend one with the policy chapters. Having a basic understanding of American government and politics is required in order to succeed in this class and this book will provide that. If you already have a textbook from an “Intro to American Politics,” you do not necessarily need this one. However, this textbook lines up with the other required book for this course, and it does an excellent job of summarizing the major findings from the research literature on the topics we will cover in class.)*

• The Upshot (at the New York Times website), The Monkey Cage (at the Washington Post website), and maybe FiveThirtyEight.com.  
  *(NOTE: These blogs/websites present more in depth analyses of the headlines but are written in a very approachable manner, often by political scientists or journalists with more knowledge of statistics than most of their colleagues. In the case of the Monkey Cage, nearly every article is written by a political scientist. These sites often do a much better job of applying political science knowledge to political news than the average newspaper article.)*

**Materials**

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<th>Item</th>
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Participation Policy

Since I expect you to learn much more from each other than from me, it is critical that all of you come ready to share so that you can enrich the experience for all of us. You should have something meaningful to say about each reading we discuss, even if there is ultimately not time to raise each issue you have considered. At the same time, please avoid dominating the conversation or taking longer than necessary to voice your ideas. I will be evaluating your participation based on the quality (and not quantity) of your remarks – the degree to which your interventions advance the discussion and lead to fresh insights about the ideas under consideration. Your participation grade will also be based on your involvement in classroom activities, including small-group discussions. Thus, those who are shy and naturally reluctant to share their ideas with the entire class will still have opportunities to participate, but I hope to create an atmosphere where everyone will feel encouraged to participate in classroom-wide discussions.

Attendance Policy

I will keep attendance at each class. Attendance is mandatory but not sufficient for receiving points for participation. In fact, if you only come to class but never participate as described above, you will receive no points for the participation portion of your grade.

You can miss one class without penalty. Each absence beyond that will decrease your participation grade equal to the percent of classes you missed during the semester. In other words, if you missed 20% of the class meetings, then your participation grade would automatically be docked by 20%.

Email Policy

If you have any questions or issues concerning the class, please email me or stop by my office during office hours. During the work week, I will respond to emails within 12 hours of receiving them. Often, you should get an email the same day if you send it before 4:30pm. I
do not check email regularly on weekends or holidays. Thus, I will likely not respond to email received after 5pm on Fridays until Monday morning.

I hear that the email system in Learning Suite is not a reliable way to reach faculty quickly. As such, please email me directly and not through Learning Suite.

All class members are required to maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is accurate. I will sometimes communicate important and time-sensitive class announcements via email. I strongly encourage you to check your email daily throughout the semester.

**Late Work Policy**

Late work will be penalized at a rate of ten percent of the points possible per working day that the assignment is late. For example, an essay worth 100 points that is due by 11:59pm on a Wednesday will be penalized 10 points if turned in before 11:59pm on Thursday (1 working day) and 20 points if turned in before 11:59pm on Friday. Exceptions to this policy are rare and must be cleared with me in advance. Reading responses cannot be submitted late.

**Components of Course Grade**

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<tr>
<th>CATEGORY</th>
<th>% OF GRADE</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Reading Responses</td>
<td>10%</td>
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<tr>
<td>Low-Stakes Quizzes</td>
<td>2.5%</td>
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<tr>
<td>Midterm</td>
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<td>Final</td>
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<td>Research Paper Proposal</td>
<td>2.5%</td>
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<td>Long Draft of Paper</td>
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<tr>
<td>Short Draft of Paper</td>
<td>20%</td>
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Grading Policy

The following information from the BYU Undergraduate Catalogue guides how I grade:

**Letter Grade Values** (http://registrar.byu.edu/catalog/2015-2016ucat/GenerallInfo/Records.php)

The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. The following adjectives indicate the meaning of the letter grades:

- A  Excellent
- B  Good
- C  Satisfactory
- D  Minimum passing
- E  Failure

Hence, the grade A means that the student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class.

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation. Consequently, a senior progresses in courses that would have been impossible as a freshman. The level of performance, achievement, and understanding required to qualify for each grade that carries credit is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.

**Grading Scale**

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<th>Grades</th>
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<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
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<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
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Study Habits

The BYU Undergraduate Catalogue suggests students spend the following amount of time in preparation for their classes:

**Class Preparation Time** (http://registrar.byu.edu/catalog/2015-2016ucat/GeneralInfo/Registration.php)

The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence. These three hours may include one hour of lecture plus two hours of work outside class, three hours in a laboratory with little outside work, or any other combination appropriate to a particular course.

Given that this is a 3-credit course taken on the block, you should be prepared to spend at least 9 hours per week outside of class. Because there is tremendous variation in the intellectual preparation and background of students, some students may do well with less effort, while some will require significantly more.

My estimation of how you will need to allocate this outside class time is as follows (for an average week):

- Reading: 4 hours (2 hours per session)
- Reading Responses: 1 to 2 hours (1/2 to 1 hour per session)
- Research Projects: 2 hours per week

Assignments

Assignment Descriptions

Reading Response Sep 9
Due: Wednesday, Sep 09 at 12:00 pm

Prior to each class meeting, you are required to submit a reading response through Learning Suite. The reading response should consist of two paragraphs less than 500 words[1] that analyze one of the readings for that day’s class and links it to other research. (I will explain this below). Reading response are due by 12:00pm (noon) on the same day that those assigned readings will be discussed in class. Late reading responses will not be accepted.

The first paragraph must briefly summarize and analyze an academic research article or book excerpt from among the assigned readings for the upcoming class. Thus, chapters from the textbook or readings from non-academic sources (e.g., a news article) cannot be used. In addition to summarizing the main arguments of the reading, you should also provide some sort of analysis of it. This could include a critique of the theory or research design, or an application of the reading to current events.

The second paragraph of the email needs to connect the assigned reading to a new academic research article written since 2000 – and not included on the course syllabus – that you have discovered using appropriate research methods. I recommend using Google Scholar to find research that cites this reading. Pay special attention to articles receiving citations by other scholars.

In this last paragraph, you can reflect on how the new article or paper answers an unanswered question in the assigned reading, corrects a conceptual or empirical error, solves a puzzle created by the assigned reading, suggests an alternative or critique, or otherwise improves on what is known about the topic. You can reflect on anything interesting about the new article, provided you connect it to the assigned reading. Students in the past have found it most useful to search for readings that respond to unanswered questions in the assigned readings.

At the top of your reading response, please include a full citation of the new article or paper using appropriate Turabian format. (Use the Reference List format of the Parenthetical Style, which is also referred to as the Author-Date style. See http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html for examples of how to use Turabian. Be sure to select the “Author-Date” tab located above the list of sample citations.)

I will provide feedback on how you are doing on the emails at a few points in the semester, but a far better way to have them evaluated is to bring them to class and use them as the basis for our discussions. In fact, I hope you will do this and share with the class the insights you have learned from the new article you found for the assignment.

The most important thing I am looking for in grading these responses is “evidence of intelligent life.” Engage the readings thoughtfully, critique them, ask questions of them, wonder what comes next – anything that demonstrates that you’ve done the reading and expended intellectual energy on the ideas we’re covering. If you do this and always turn the responses in time, you should do well on this portion of your grade.

This assignment serves many purposes: First, it provides incentives for you to intellectually engage the readings prior to class. This will improve class discussion and your retention of key information from the readings. Second, the assignment helps you practice and improve your writing skills. Finally, finding new research and linking it to the readings has multiple benefits. It will help you become better researchers. You will learn how to answer new
questions and get up-to-date on the latest research. It will also greatly enrich our class discussions and help me learn about the latest work on these topics. These emails are also a chance for you to explore ideas without the pressure of expanding them into full papers, though it is likely that great papers may well get their start as smart emails.

[1] In fact, if you can make your point in only 250 words, that would be fantastic!

**Reading Response Sep 14**

Due: Monday, Sep 14 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Sep 16**

Due: Wednesday, Sep 16 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Quiz 1**

Due: Wednesday, Sep 16 at 1:00 pm

I will regularly administer low-stake quizzes at the beginning or end of class. These serve two primary purposes. The first is to help you retain important information from class and the readings. Research finds that “practice at retrieving new knowledge from memory is a potent tool for learning and durable retention” (Brown, Peter C., Henry L. Roediger III, and Mark A. McDaniel. 2014. *Make It Stick: The Science of Successful Learning*. Cambridge, Massachusetts: Belknap Press). The second purpose of these quizzes is to help me assess how well students are learning the material so that I can adjust my teaching appropriately. As such, the quizzes are low stakes (i.e., they count for a very small portion of your grade and your two worst scores will be dropped) and are intended to be easy for students who have completed the readings and paid attention in class.

**Reading Response Sep 21**

Due: Monday, Sep 21 at 12:00 pm
The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Quiz 2**
Due: Monday, Sep 21 at 11:59 pm

**Reading Response Sep 23**
Due: Wednesday, Sep 23 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Quiz 3**
Due: Wednesday, Sep 23 at 1:00 pm

**Reading Response Sep 28**
Due: Monday, Sep 28 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Sep 30**
Due: Wednesday, Sep 30 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Oct 5**
Due: Monday, Oct 05 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Quiz 4**
Due: Monday, Oct 05 at 1:00 pm

**Reading Response Oct 7**
Due: Wednesday, Oct 07 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Oct 12**
Due: Monday, Oct 12 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Oct 14**

Due: Wednesday, Oct 14 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Midterm Exam**

Due: Monday, Oct 19 at 1:00 pm

A midterm exam will be administered in class and will primarily consist of short-answer questions (i.e., a few sentences or couple of short paragraphs per answer).

Exams must be taken on the dates indicated. Failure to take an exam will result in a score of “0” being calculated in the final grade. By department policy, no exams may be administered earlier than the specified date. The only exceptions to this policy are serious personal illness or a death of an immediate family member. In these events, past abuse and dishonesty by other students unfortunately have made it necessary to require that you provide external verification (doctor’s note or obituary). You must make me aware of such extenuating circumstances prior to the time of the exam.

**Reading Response Oct 21**

Due: Wednesday, Oct 21 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Proposal**

Due: Saturday, Oct 24 at 11:59 pm

A large portion of your final grade relates to a research project you will complete for the class. The idea of the project is for you to 1) ask a *positive* (and not normative) question related to material from the class; 2) answer that question using existing scholarly work and your own intellect; 3) share what you have discovered through written presentations; and 4) receive feedback on your project along the way. In this way, you will have the opportunity to develop expertise on a topic that interests you, while developing your research, writing, and oral presentation skills. The multi-step nature of the paper has the advantage of providing you additional feedback and opportunities to improve your project. It also models good writing technique (i.e., writing multiple drafts and revisions).

I want to emphasize that the question you ask should be positive in nature as opposed to normative. In other words, it should be a question about how politics actually work in practice (e.g., “Do term limits make politicians less responsive to special interests?”) as opposed to one about how you believe politics should or should not be (e.g., “Should the U.S.
Congress have term limits?”). Certainly, the answer to your positive questions, such as the example about the effects of term limits, will have normative implications, which you should highlight. But the focus of your question and answer should be on evidence for how the political world actually works.

The two papers that you will write answering your question are basically literature reviews. You are not proposing a research design and conducting your own analysis of new data. Rather, you should be looking at and evaluating existing academic research to put together an answer to your question. Certainly, your answer can also include non-academic sources, such as survey results or news articles that support your thesis.

The fact that your paper is primarily a literature review does not mean that your papers should consist of a list of summaries of relevant research. Rather, you should synthesize the research on your question into a coherent answer that’s also critical of the existing literature. In the process of answering your question, you should make the case for why your answer to the question is the best one. This means that you should identify and address counter-arguments (or alternative answers) to your own.

The audience for this project is your classmates and me (your instructor). Thus, everything from class is assumed knowledge. This means you should address relevant readings and concepts from class, especially those that might counter the arguments you make. But you should not spend time summarizing these readings and concepts. Focus on analyzing them to the extent that they are relevant to the question you're answering.

This first step of the research paper is a short proposal of the topic you will address. The main purpose of this assignment is to help students develop an interesting question and identify resources to begin to compile an answer.

Here are specific instructions for the assignment.

- The proposal should be about 1 page (and no more than 2), single-spaced, using 12-point Times New Roman font and 1” margins.

- The proposal should answer the following questions:
  
  o What is the positive question (or set of questions) you want to examine? In addition to writing out these questions, be sure to clearly explain what you mean by them, especially if you're using technical terms or jargon in the questions.
  
  o Why is this an interesting question? How does it relate to themes, concepts, concerns, and/or topics from the course? In other words, why do you (or people interested in democracy and U.S. government generally) care about this topic? What are its normative implications for democracy and our system of government?
  
  o What are some initial sources and concepts from class that relate to this topic and that you will begin to examine in finding an answer?
  
  o What do you expect to find? What’s your initial answer or answers to the question? You can also lay out several possibilities as well. For example, in the Tausanovitch and Warshaw reading, "Representation in Municipal Government," they lay out several hypotheses about how different institutions may or may not affect representation. Recall that they often give reasons why one institution might affect or might not affect representation. In a way, they're laying out the possibilities and providing clear explanations for each one.
• The proposal can be in outline format. For example, one section might be "Question" followed by
the question you are planning to examine. The next could be "Question Significance" followed by
a paragraph discussing why this is an interesting question to ask and how it relates to the
class. The next section could be "Possible Answers."

• Upload your proposal to Learning Suite as a Word Document (rather than a PDF). This way, if
needed, I can easily make comments and revisions in Word and send them to you.

I will provide individual feedback on each proposal so that you can make adjustments to you
research project as needed. These proposals will mostly be graded based on whether you
completed the assignment as directed or not.

Reading Response Oct 26

Due: Monday, Oct 26 at 12:00 pm

The instructions for this assignment are in the description of the first reading response
assignment on the assignment schedule.

Reading Response Oct 28

Due: Wednesday, Oct 28 at 12:00 pm

The instructions for this assignment are in the description of the first reading response
assignment on the assignment schedule.

Quiz 5

Due: Wednesday, Oct 28 at 11:59 pm

Reading Response Nov 2

Due: Monday, Nov 02 at 12:00 pm

The instructions for this assignment are in the description of the first reading response
assignment on the assignment schedule.

Reading Response Nov 4

Due: Wednesday, Nov 04 at 12:00 pm

The instructions for this assignment are in the description of the first reading response
assignment on the assignment schedule.

Quiz 6

Due: Wednesday, Nov 04 at 11:59 pm

Reading Response Nov 9

Due: Monday, Nov 09 at 12:00 pm
The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Nov 11**

Due: Wednesday, Nov 11 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Nov 16**

Due: Monday, Nov 16 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Nov 18**

Due: Wednesday, Nov 18 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Nov 23**

Due: Monday, Nov 23 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Quiz 7**

Due: Monday, Nov 23 at 11:59 pm

**LD Thesis**

Due: Saturday, Nov 28 at 11:40 pm

**LD Evidence**

Due: Saturday, Nov 28 at 11:45 pm

**LD Organization**

Due: Saturday, Nov 28 at 11:50 pm

**LD Grammar**

Due: Saturday, Nov 28 at 11:55 pm

**Met with FHSS Writing Lab**
The second step of the research project is a paper that presents your question and provides an answer to it relying on academic research and your own intellect. The paper should be at least 6 pages long but no more than 7. It should have at least 8 citations to academic books or journal articles. Set the margins to 1 inch, and use 12-point, double-spaced, Times New Roman font. Your full name and the page number should appear in either the header or footer of each page. The citations should be parenthetical in style -- i.e., when you reference another work, it should be followed by the last name(s) of the author(s) and the date of the publication in parentheses.

This paper and the shorter draft you will turn in at the end of the semester are basically literature reviews. You are not proposing a research design and conducting your own analysis of new data. Rather, you should be looking at and evaluating existing academic research to put together an answer to your question. Certainly, your answer can also include non-academic sources, such as survey results or news articles that support your thesis.

The fact that your paper is primarily a literature review does not mean that it should just consist of a list of summaries of relevant research. Rather, you should synthesize the research on your question into a coherent answer that’s also critical of the existing literature. In the process of answering your question, you should make the case for why your answer to the question is the best one. This means that you should identify and address counter-arguments (or alternative answers) to your own.

The audience for this project is your classmates and me (your instructor). Thus, everything from class is assumed knowledge. This means you should address relevant readings and concepts from class, especially those that might counter the arguments you make. But you should not spend time summarizing these readings and concepts. Focus on analyzing them to the extent that they are relevant to the question you're answering.

The 8 required citations should be academic books or articles from academic journals -- i.e., material like the assigned readings for class. Also, please avoid citing law review journals for a few reasons: 1) these are often not peer-reviewed; 2) they rarely present empirical analyses nor positive theories that are rigorous and original; and 3) the articles are chosen by law students rather than highly trained and successful scholars.

Upload your proposal to Learning Suite as a Word Document (rather than a PDF). This way, if needed, I can easily make comments and revisions in Word and send them to you.

The long draft of your research paper should have the following layout:

- A short introduction that is no more than half a page and includes the question/topic you're addressing, the significance of the topic (in one 1 to 3 sentences, max), and your thesis.
- The main body of your answer to the question. This should be somewhat argumentative in form -- you should make the case why this is the right answer to the
question you posed. As mentioned in the grading rubric, there should be a clear organization of your paragraphs, each one being a kernel of information that is relevant to your overall thesis.

- A short conclusion that summarizes the paper in just a few sentences.

- A bibliography, which does not count toward the page limit -- i.e., your essay should be 6 to 7 pages long and then be followed by the bibliography. You do not necessarily need to use Turabian format for your citations and bibliography, even though that is the department's standard. Just be consistent in what you do use. If you do use Turabian, use the Reference List format of the Parenthetical Style, which is also referred to as the Author-Date style. See http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html for examples of how to use Turabian. Be sure to select the "Author-Date" tab located above the list of sample entries for your bibliography.

Prior to turning in this first draft of the paper, you must complete a face-to-face consultation with an advisor at the FHSS Writing Lab. The FHSS Writing Lab will inform me when you completed the consultation so that I can verify that it occurred. This requirement is to help you receive feedback on your writing, in general, and on your paper, specifically, so that you can improve it before turning it in. I will meet with the advisors at the FHSS Writing Lab to provide them with guidance on what things to focus on in their feedback so that it aligns with the grading rubric I will use for this assignment.

I will provide individual feedback on each first draft so that you can identify weaknesses in your writing and improve them in the final draft of the paper.

**Reading Response Nov 30**

Due: Monday, Nov 30 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Dec 2**

Due: Wednesday, Dec 02 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Quiz 8**

Due: Wednesday, Dec 02 at 1:00 pm

**Reading Response Dec 7**

Due: Monday, Dec 07 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.
**Reading Response Dec 9**

Due: Wednesday, Dec 09 at 12:00 pm

The instructions for this assignment are in the description of the first reading response assignment on the assignment schedule.

**Reading Response Grade**

Due: Wednesday, Dec 09 at 11:59 pm

This is your reading response grade. I had to calculate this score manually given limitations in Learning Suite.

**Attendance Record**

Due: Wednesday, Dec 09 at 11:59 pm

This only indicates your attendance record at class lecture, which is only one of several components of your participation and attendance grade.

Your attendance record is calculated based on the percent of times you submitted a quiz, feedback, or attendance sheet on the 19 occasions when such sheets were handed out and collected in class.

Please check to verify that your attendance record is accurate. Also, note that this your attendance rate after giving each student one free absence.

**Final Exam Without Adjustment**

Due: Wednesday, Dec 09 at 11:59 pm

This is what your final exam score would be if I hadn't adjusted everyone's scores to be slightly higher.

**Participation and Attendance**

Due: Thursday, Dec 10 at 11:59 pm

Since I expect you to learn much more from each other than from me, it is critical that all of you come ready to share so that you can enrich the experience for all of us. You should have something meaningful to say about each reading we discuss, even if there is ultimately not time to raise each issue you have considered. At the same time, please avoid dominating the conversation or taking longer than necessary to voice your ideas. I will be evaluating your participation based on the quality (and not quantity) of your remarks – the degree to which your interventions advance the discussion and lead to fresh insights about the ideas under consideration. Your participation grade will also be based on your involvement in classroom activities, including small-group discussions. Thus, those who are shy and naturally reluctant to share their ideas with the entire class will still have opportunities to participate, but I hope to create an atmosphere where everyone will feel encouraged to participate in classroom-wide discussions.
I will keep attendance at each class. Attendance is mandatory but not sufficient for receiving points for participation. In fact, if you only come to class but never participate as described above, you will receive no points for the participation portion of your grade.

You can miss one class without penalty. Each absence beyond that will decrease your participation grade equal to the percent of classes you missed during the semester. In other words, if you missed 20% of the class meetings, then your participation grade would automatically be docked by 20%.

**Short Draft of Paper**

Due: Thursday, Dec 10 at 11:59 pm

The final step of the research paper is a condensed and revised version of the long draft of your research paper. This final draft should be 3 to 4 pages long and should still cover all of the evidence, arguments, and counter-arguments you used in the long draft of your research paper. It should also incorporate the feedback you received on your long draft. This will require you to be concise in your writing.

This draft should still have at least 8 citations to academic publications. As with the first draft, set the margins to 1 inch, and use 12-point, double-spaced, Times New Roman font. Your full name and the page number should appear in either the header or footer of each page. The citations should be parenthetical in style -- i.e., when you reference another work, it should be followed by the last name(s) of the author(s) and the date of the publication in parentheses.

Like the longer draft of your paper, this final version is basically a literature review. You are not proposing a research design and conducting your own analysis of new data. Rather, you should be looking at and evaluating existing academic research to put together an answer to your question. Certainly, your answer can also include non-academic sources, such as survey results or news articles that support your thesis.

The fact that your paper is primarily a literature review does not mean that it should just consist of a list of summaries of relevant research. Rather, you should synthesize the research on your question into a coherent answer that’s also critical of the existing literature. In the process of answering your question, you should make the case for why your answer to the question is the best one. This means that you should identify and address counter-arguments (or alternative answers) to your own.

The audience for this project is your classmates and me (your instructor). Thus, everything from class is assumed knowledge. This means you should address relevant readings and concepts from class, especially those that might counter the arguments you make. But you should not spend time summarizing these readings and concepts. Focus on analyzing them to the extent that they are relevant to the question you're answering.

The 8 required citations should be academic books or articles from academic journals -- i.e., material like the assigned readings for class. Also, please avoid citing law review journals for a few reasons: 1) these are often not peer-reviewed; 2) they rarely present empirical analyses nor positive theories that are rigorous and original; and 3) the articles are chosen by law students rather than highly trained and successful scholars.
Although you are not required to meet with an advisor at the FHSS Writing Lab prior to turning in this draft, I would still encourage you to do so. At the very least, get feedback from a friend or classmate.

Upload your paper to Learning Suite as a Word Document (rather than a PDF). This way, I can easily make comments and revisions in Word and send them to you.

The paper should have the following layout:

- A very short introduction that is about 3 sentences long. It should include the question/topic you're addressing, the significance of the topic (if you have room for it), and your thesis.

- The main body of your answer to the question. This should be somewhat argumentative in form -- you should make the case why this is the right answer to the question you posed. You should address counter-arguments. As mentioned in the grading rubric, there should be a clear organization of your paragraphs, each one being a kernel of information that is relevant to your overall thesis.

- A short conclusion that summarizes the paper in just 2 sentences. Basically, you just want to restate your question and thesis.

- A bibliography, which does not count in determining the page limit -- i.e., your essay should be 6 to 7 pages long and then be followed by the bibliography. You do not necessarily need to use Turabian format for your citations and bibliography, even though that is the department's standard. Just be consistent in what you do use. If you do use Turabian, use the Reference List format of the Parenthetical Style, which is also referred to as the Author-Date style. See http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html for examples of how to use Turabian. Be sure to select the "Author-Date" tab located above the list of sample entries for your bibliography.

**Student Evaluation**

Due: Sunday, Dec 13 at 11:59 pm

Students who complete the online course evaluation at studentratings.byu.edu (and do not opt of revealing their name on the list of respondents) will receive a 1% point bonus to their final grade.

**Final Exam**

Due: Wednesday, Dec 16 at 11:00 am

The final exam will primarily consist of short-answer questions (i.e., a few sentences or couple of short paragraphs per answer). The final will be cumulative, although more weight will be given to material from the second half of the semester.

Exams must be taken on the dates indicated. Failure to take an exam will result in a score of “0” being calculated in the final grade. By department policy, no exams may be administered earlier than the specified date. The only exceptions to this policy are serious personal illness or a death of an immediate family member. In these events, past abuse and dishonesty by
other students unfortunately have made it necessary to require that you provide external verification (doctor’s note or obituary). You must make me aware of such extenuating circumstances prior to the time of the exam.

**Turned in Final Exam**

Due: Wednesday, Dec 16 at 3:00 pm

This is just to verify that I got everyone's final. 1 = I got it. 0 = I didn't.

**University Policies**

**Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU
Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original
source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without
acknowledgement, of ideas from another that the reader might mistake for the author's own.
Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and
blending this original material with one's own without acknowledging the source. Insufficient
Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an
original source. Plagiarism may occur with respect to unpublished as well as published
material. Copying another student's work and submitting it as one's own individual work
without proper attribution is a serious form of plagiarism.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex
discrimination against any participant in its education programs or activities. Title IX also
prohibits sexual harassment—including sexual violence—committed by or against students,
university employees, and visitors to campus. As outlined in university policy, sexual
harassment, dating violence, domestic violence, sexual assault, and stalking are considered
forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory
role to report incidents of sexual misconduct that come to their attention through various
forms including face-to-face conversation, a written class assignment or paper, class
discussion, email, text, or social media post. If you encounter sexual misconduct, please
contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point
at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours). Additional
information about Title IX and resources available to you can be found at
http://titleix.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere
that reasonably accommodates qualified persons with disabilities. If you have any disability
which may impair your ability to complete this course successfully, please contact the
University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic
accommodations are reviewed for all students who have qualified, documented disabilities.
The UAC can also assess students for learning, attention, and emotional concerns. Services
are coordinated with the student and instructor by the UAC. If you need assistance or if you
feel you have been unlawfully discriminated against on the basis of disability, you may seek
resolution through established grievance policy and procedures by contacting the Equal
Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students’ academic performance
and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-
422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress
management services. These services are confidential and are provided by the university at no
cost for full-time students. For general information please visit https://caps.byu.edu; for more
immediate concerns please visit http://help.byu.edu.

Inappropriate Use Of Course Materials
All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Schedule

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<tr>
<th>Date</th>
<th>Topic &amp; Assignments</th>
<th>Required Readings</th>
<th>Corresponding Textbook Reading</th>
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<tbody>
<tr>
<td>M Aug 31</td>
<td>Monday</td>
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<tr>
<td>W Sep 02</td>
<td>NO CLASS</td>
<td>due to APSA</td>
<td>Conference</td>
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<tr>
<td>M Sep 07</td>
<td>Labor Day</td>
<td>Holiday</td>
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<tr>
<td>W Sep 09</td>
<td>Major approaches to</td>
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<td>The following are examples of work from some of the major approaches used in the study of American politics. I only want you to skim through these readings (except for the one that you do a reading response on) to get a sense of what these different approaches are like. But do read the Wikipedia links.</td>
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<td>Political Science</td>
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<td>RATIONAL CHOICE/FORMAL MODELING:</td>
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**BEHAVIORALISM:**

https://en.wikipedia.org/wiki/Behavioralism


PDF: Bafumi-Herron_2010_APSR_leapfrog-representation.pdf Download


PDF: Gerber-ETAL_2000_APSR_effects-of-canvassing.pdf Download

**HISTORICAL / CASE STUDIES**


PDF: DeCanio_2005_SAPD_Hayes-election-and-democratic-accountability.pdf Download

**POLITICAL PHILOSOPHY**


PDF: DeCanio_2013_AJPS_democracy-vs-the-market.pdf Download


PDF: Sebell_2015_AJPS_philosophy-using-aristotle.pdf Download
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading Response Sep 14</th>
<th>Quiz</th>
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<tbody>
<tr>
<td>M Sep 14</td>
<td>Monday</td>
<td>The big questions of governance</td>
<td>(RAP) 1.1 John Locke, from <em>The Second Treatise of Government</em></td>
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<td></td>
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<td>(RAP) 1.2 Mancur Olson, Jr., from <em>The Logic of Collective Action: Public Goods and the Theory of Groups</em></td>
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<td>(RAP) 1.4 D. Roderick Kiewiet and Mathew McCubbins, from <em>The Logic of Delegation</em></td>
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<td>(APS) (LS) Chapter 1: Introduction</td>
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<tr>
<td>W Sep 16</td>
<td>Wednesday</td>
<td>The Founding &amp; the Constitution</td>
<td>(RAP) 2.2 James Madison, <em>The Federalist</em>, No. 51</td>
<td>Quiz 1</td>
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<td>(RAP) 2.3 Brutus, <em>The Antifederalist</em>, No. 1</td>
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<td>(RAP) 2.1 James Madison, <em>The Federalist</em>, No. 10</td>
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<td>The U.S. Constitution and the Bill of Rights</td>
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<td>M Sep 21</td>
<td>Monday</td>
<td>More on the Constitution</td>
<td>Doctrine and Covenants 101:76-80</td>
<td>Quiz 2</td>
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<td>Doctrine and Covenants Section 134</td>
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<td>(RAP) 2.4 Robert A. Dahl, from <em>How Democratic Is the American Constitution?</em></td>
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<td>W Sep 23</td>
<td>Wednesday</td>
<td>Federalism</td>
<td>(RAP) 3.3 <em>Arizona vs. United States</em> (2012)</td>
<td>Quiz 3</td>
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<td>(RAP) 3.2 William H. Riker, from <em>Federalism: Origin, Operation, Significance</em></td>
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<td>Tabarrok, Alex. 2001. &quot;Arguments for Federalism.&quot;</td>
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<td>PDF: Tabarrok_2001_arguments-for-federalism.pdf Download</td>
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<td>(APS) Chapter 3: Federalism, through Federalism and Race</td>
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<td>Date</td>
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<td>Reading Response Date</td>
<td>Readings</td>
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*(RAP) 9.2 John R. Zaller, from *The Nature and Origins of Mass Opinion*  
(APS) Chapter 9: Public Opinion

*(RAP) 12.2 Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes, From *The American Voter*

*(APS) Chapter 10: Political Participation*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Response</th>
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<td>Oct 7</td>
<td>Reading</td>
<td>PDF: Kuklinski-ETAL_2000_JOP_misinformation-citizenship.pdf Download</td>
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<tr>
<td>M Oct 19</td>
<td>Midterm</td>
<td>No readings. Take Midterm Exam in class.</td>
<td>Oct 19</td>
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<td>Sa Oct 24</td>
<td>Proposal</td>
<td>Marty Cohen, David Karol, Hans Noel, and John Zaller, From The Party Decides: Presidential Nominations Before And After Reform</td>
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<td>M Oct 26</td>
<td>Interest groups &amp; lobbying</td>
<td>Ken Kollman, from Outside Lobbying: Public Opinion and Interest Group Strategies</td>
<td>Oct 26</td>
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<td>Reading Response</td>
<td>Oct 26</td>
<td>PDF: Hall-Deardorff_2006_APSR_lobbying-as-legislative-subsidy.pdf  Download</td>
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<td>READ pp. 69-77 (Intro, Theories of Lobbying, Lobbying as Subsidy, Implications) and pp. 80-81 (Conclusion). Skip sentences that have mathematical variables and equations. Focus on pp. 69-73 (ending with the first paragraph under &quot;Assumption 5&quot;) and the Conclusion.</td>
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<td>iVidal-ETAL_2012_AER_revolving-door-lobbyists.pdf  Download</td>
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<td>READ pp. 3731-3736 (Intro, Section I. Data) and 3744-3746 (Section IV. Concluding Remarks)</td>
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<td>Reading Response</td>
<td>Nov 2</td>
<td>PDF: Ansolabehere-ETAL_2003_JEP_why-so-little-money.pdf  Download</td>
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<td>Begin scheduling appointments with FHSS Writing Center</td>
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<td>Kalla, Joshua L., and David E. Broockman. 2015. “Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment.” American Journal of Political Science, April, n/a – n/a.</td>
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<td>Date</td>
<td>Event Description</td>
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</table>
| W Nov 04   | Congress: motivations & in the district | (RAP) 5.1 David Mayhew, from *Congress: The Electoral Connection*  
(RAP) 5.2 Richard F. Fenno, Jr., from *Home Style: House Members in Their Districts*  
| M Nov 09   | Withdraw Deadline (Full Semester) | (RAP) 5.4 Gary W. Cox and Mathew D. Mccubbins, from *Setting the Agenda: Responsible Party Government in the U.S. House of Representatives*  
PDF: Politico_2015-01-06_Boehner-takes-revenge.pdf Download | (RAP) 5.3 Laurel Harbridge and Neil Malhotra, from "Electoral Incentives and Partisan Conflict in Congress: Evidence from Survey Experiments"  
PDF: Sherman_2015_Politico_party-dumps-cmte-chairs.pdf Download | |
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<tr>
<td>Nov 11</td>
<td>Reading Response Nov 11</td>
<td>(RAP) 6.2 Charles M. Cameron, “Bargaining and Presidential Power”</td>
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<td>(RAP) 6.4 William G. Howell, from <em>Power without Persuasion: The Politics of Direct Presidential Action</em></td>
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<td>(RAP) 6.5 Samuel Kernell, from <em>Going Public: New Strategies of Presidential Leadership</em></td>
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<tr>
<td>Nov 16</td>
<td>The bureaucracy</td>
<td>(RAP) 7.1 James Q. Wilson, from <em>Bureaucracy: What Government Agencies Do and Why They Do It</em></td>
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<td>(RAP) 7.2 Mathew D. McCubbins and Thomas Schwartz, “Congressional Oversight Overlooked: Police Patrols versus Fire Alarms”</td>
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<td>(RAP) 7.3 Daniel Carpenter, from <em>The Forging of Bureaucratic Autonomy</em></td>
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<td>(RAP) 7.4 Sean Gailmard and John Patty, From <em>Learning While Governing: Expertise And Accountability In The Executive Branch</em></td>
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<td>PDF: Meacham_2015_Politico_bush-decision-to-start-gulf-war.pdf Download</td>
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<td>Nov 16</td>
<td>The judicial branch</td>
<td>(RAP) 8.1 Gerald N. Rosenberg, From <em>The Hollow Hope: Can Courts Bring about Social Change?</em></td>
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<td>PDF: Rosenberg_1992_ROP_judicial-independence-historical-examples.pdf Download</td>
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<td>Quiz 7</td>
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<td>T Nov 24</td>
<td>Friday Instruction</td>
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<td>F Nov 27</td>
<td>Thanksgiving Holiday</td>
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<td>Sa Nov 28</td>
<td>Long Draft of Paper</td>
<td>NOTE: This looks like more reading than it actually is. The Bartels piece from the reader is only 10 pages. The rest are primarily op-eds from the <em>New York Times</em>, which aren't very long and are written in more casual, everyday language. (Amen to that!)</td>
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<td>Met with FHSS Writing Lab</td>
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<td>M Nov 30</td>
<td>Economic policy</td>
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<td>Reading Response Nov 30</td>
<td>(RAP) 16.2 Larry M. Bartels, from <em>Unequal Democracy: The Political Economy of the New Gilded Age</em></td>
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<td>(APS) Chapter 15: Economic Policy</td>
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<tr>
<td></td>
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<td>Something interesting to reference for your own knowledge: The IGM Economic Experts Panel at the University of Chicago's Booth School</td>
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April 24.  

PDF: Mankiw_2015_NYT_for-free-trade.pdf Download


PDF: Krugman_2015_NYT_anti-pacific-trade-agreement.pdf Download


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PDF: Davidson_2015_NYT_understanding-the-fed.pdf Download

PDF: Barber-McCarty_2015_chapter_polarization-in-congress.pdf Download |
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<td>PDF: Grose_2014_experiments-on-institutions.pdf Download</td>
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<td>Th Dec 10</td>
<td>Last Day of Fall Semester (08/31/2015 - 12/10/2015) Short Draft of Paper</td>
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<td>F Dec 11</td>
<td>First Day of Fall Exam Preparation</td>
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Additional Content in Learning Suite

How to Read Academic Research Articles

In this class, you will regularly be assigned to read original, academic research articles. These articles can be very technical and can seem overwhelming for students. This guide will help you get the most from these readings, regardless of your training in technical research design and methodology.

A major point I want you to take away from this guide is that you should NOT approach these readings like you would a novel. You don't need to read every word. And you don't need to read it in order from start to finish. You should think of these research articles more like a website. When you go to a website, you probably don't read everything on it. Instead, you use the website to find specific information you're looking for. Research articles should be approached in a similar manner.

For this class, I really only want you to take home the main points from the academic research articles. Thus, when you read them, your focus should be on answering the following questions. (I should add, that your answer to these questions should only be 1 to 3 sentences long. That's it. You don't need every detail.)
• What is the main topic/question?
• Why do we care about it?
• What have others found on this topic/question?
• What is the author's main argument?
• What evidence does the author put forward to support their argument?
• Do you find it convincing?
• How does this reading relate to other topics and readings from class?

Often you can find the answer to nearly all of these questions just from carefully reading the Abstract and Introduction of the paper. Thus, this is where you should spend most of your time. You should delve deeper into the other parts of the paper to the extent that you are not able to answer the questions above from just reading the Abstract and Introduction closely.

Research articles that use quantitative methods often share the following structure:

• **Abstract.** One paragraph that appears before the article. It provides a summary of the entire article, but with very few details.
• **Introduction.** The first section of the paper. It introduces the topic of the article and why it's important. It summarizes the authors' main arguments and the evidence that they find in support of it (i.e., a brief review of the research method and the results). They also discuss the paper's contributions to the research literature on this topic and its implications.
• **Literature Review/Theory/Hypotheses.** This part of the paper can occupy several subsections. The purpose of the literature review is to discuss previous work on the topic, point out what questions remain in that literature, and relate the research presented in the rest of the article to the existing literature. The authors will often develop a theory (or explanation) that answers the question motivating the study. From this, they will also present testable hypotheses that justify and lay out their expectations of the results.
• **Research Design (Data and Methods).** This part can also occupy several subsections. This section explains the data that are analyzed in the study and the methods used to conduct the analysis. In experimental papers, this section will discuss the context of the experiment, the research subjects, the treatment and control conditions, and the outcome being measured. This section can get very technical depending on the research design being used.
• **Results.** The results section explains what the author found when she analyzed her data. It can be quite technical, reporting the results in detailed statistical language, including tables and figures. However, good authors will clearly explain the results in laymen terms. Focus on those parts and not the technical ones.
• **Discussion and Conclusion.** Sometimes these sections are rolled into one. Articles typically end by discussing in "plain English" what the results mean and how the study contributes to existing knowledge. This section presents similar information found in the introduction, but it will also focus on the implications of the findings for the literature and for normative concerns on the topic. It will also suggest avenues for future research.'
• **References.** This section lists all of the articles and other sources cited within the article.
• **Appendix.** This section, if included, provides additional details from the study, such as more details on the data used or additional tests of the results.
Here is what you should usually focus on when reading articles and the order you should read them in. Remember, this is just a guide and may not apply to every reading. Also, as you are going through the article, don't get bogged down with technical language and equations, including in the tables and figures. Focus on the sentences and paragraphs that are written in laymen terms. These often provide clear summaries of the more technical parts (because it turns out that many scholars, who are not experts in a specific method, etc., can also get confused by some of the technical language. However, a good author will want to make sure they understand what's going on, too).

1. Read the Abstract
2. Read the Introduction, carefully
3. Read the Discussion and Conclusion
4. Read the Literature Review
5. If you don't have clear answers to all of the questions listed above, then selectively choose the section or subsection that provides more details on the specific question you're still trying to answer.
6. Read the non-technical parts of the Results. If the Results focus a lot of attention on a particular figure, take a bit of time to try to figure it out. If it's meaning isn't clear to you after a few minutes, move on.

When you are looking up articles for a research paper or reading response, you should focus almost entirely on the Abstract and Introduction. You do not need to know every detail of the study unless it's relevant to what you're doing. In most cases, the added details from the other sections of the paper won't be.

For more advice on how to approach technical academic articles, please read the following guides.

- How_to_Read_a_Journal_Article.pdf Download
- How_to_Read_a_Social-Psych_Journal_Article.pdf Download

As always, when reading a research article, you should keep in mind what you need to get from the readings for a particular class or assignment. That will significantly affect which parts of the paper you should focus your time and energy on. For this class, the focus is usually on the authors' overall argument and findings. For other classes, where understanding and evaluating authors' research design is important, you should obviously spend more time on those relevant sections.

**Grading Rubric and Sample Essays**

I will using the following rubric and writing guide when grading your essays:


The following are actual long drafts of the paper from students in this class that scored particularly well in terms of their evidence and analysis. These papers also did fairly well on the other categories, but none are perfect! You should give more weight to these sample
papers than the other two below, since these are from this class and were tailored for this particular assignment.

- "The Effectiveness of Different GOTV Methods," PDF: POLI210_1508_long-draft-sample_effectiveness-of-GOTV-efforts.pdf

The following are example essays for your long-essay draft that are from a class I helped teach previously at another university. Since the class and assignment were different in many regards, you should give more weight to the samples above that are from this class. Both of the essays below scored very high on the grading rubric in each category. Please note that both essays were longer formats (12 pages), which means they could spend more time on their introduction and developing the importance of the question they were asking. For your essays, the introduction (which should include the question you're asking, a sentence or two about the importance of this question, and your thesis) should be no longer than half a page.

- The first asked: Why do Latinos have lower turnout? PDF: POLI210_1508_sample-long-essay_1_latino-turnout.pdf
- The second asked: How responsive is the Supreme-Court to public opinion, even misinformed public opinion? PDF: POLI210_1508_sample-long-essay_2_supreme-court.pdf