POLI 210 - Principles of Amer. Politics  
Spring 2017  
Section 001: 121 MARB on M W from 10:00 am - 12:30 pm

Instructor/TA Info

Instructor Information

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Office Phone: 801-422-2337  
Office Hours: Tue 10:00am-12:00pm  
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. This syllabus is only a plan for the course and may change during the semester as needs change. I will inform students of any changes in class, on Learning Suite, and through email.

Course Learning Outcomes

My three primary goals for students taking this course is that they will:
1. Employ rigorous research and theoretical arguments to understand the U.S. political system.
2. Apply that understanding to their role as citizens and political participants.
3. Further develop their reasoning, writing, and research skills.

Every lecture, reading, assignment, and class activity are aimed at helping students achieve these goals, which I hope will not only enlarge your intellect, but help you be a better citizen and political participant.

GE and Major Course Requirements Fulfilled

This course counts toward the American Heritage general education requirement. However, it is primarily intended for political science majors or those seriously considering the major. If you are neither in this major or considering it, I strongly recommend that you take POLI 110: American Government and Politics (or more commonly referred to as Intro to American Politics) instead of this course. POLI 110 also fulfills the American Heritage general education requirement and is intended for a more general audience.

This course can also count toward requirement 1 and 2 for the BA in political science. However, we recommend that you not take this course if you already took POLI 110 so that you can be exposed more to the other subfields in the political science.

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 overall substantive or empirical findings.

Department Learning Outcomes Fulfilled

This course 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. More over, a focus of class
discussions will be to apply the readings and concepts to themselves as citizens and political actors. This addresses the Department’s remaining learning outcome:

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

University Learning Outcomes Fulfilled

This course, taken in conjunction with either HIST 220 (The United States Through 1877), HIST 221 (The United States 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. We will address goal 7 throughout the semester as a common theme in the course will be the implications that the theories and empirical findings from the readings and lectures have for students in their role as citizens.

Required Readings

- Kollman, Ken. 2012 - 2016. The American Political System. Any edition will work (1st, 2nd, or 3rd, Full or Core). Get whichever is cheapest.
- A major nationwide newspaper.
  (NOTE: Every day, you should skim through a major nationwide newspaper, focusing on articles about national politics in the U.S. and the events that U.S. politicians are responding to. I recommend the Wall Street Journal, Washington Post (free on campus), or New York Times (free through the Harold B. Lee Library at http://loginscripts.lib.byu.edu/?resource=nyt). Politico has good coverage of U.S. politics but less focus on world events. These news outlets also offer daily emails with a summary of the day’s news, which is an easy way to get a rundown of the biggest stories from the 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

- 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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| AMERICAN POLITICAL SYSTEM: CORE ED 2014 ELECTION UPDATE Required |
| by KOLLMAN |

Participation Policy

It is critical that all of you come ready to share so that you can enrich the experience for all of us. See the instructions on the attendance and participation assignment for more information on participation expectations for this course.

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 memos cannot be submitted late.

**Components of Course Grade**

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<th>CATEGORY</th>
<th>% OF GRADE</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Reading Responses</td>
<td>10%</td>
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<td>Quizzes</td>
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<td>Midterm</td>
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<td>Final</td>
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<tr>
<td>Research Paper Proposal</td>
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<td>Long Draft of Paper</td>
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<td>Short Draft of Paper</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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<tr>
<td>A</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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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</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/GenerallInfo/Registration.php](http://registrar.byu.edu/catalog/2015-2016ucat/GenerallInfo/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 and Studying: 6 hours (3 hours per session)
- Reading Memos: 2 to 3 hours per memo
- Research Projects: 2 hours per week

**Assignments**

**Assignment Descriptions**

**Reading Memo Instructions**

Due: Wednesday, May 03 at 11:59 am

Students should submit 3 reading memos that examine one of the assigned readings (not from the TAPS textbook) for a particular class meeting. The memo must be submitted 2 hours *BEFORE* the class meeting in which that particular reading will be discussed. The memos should be 1 page max (single spaced) and consist of the following:

1. A brief, one paragraph summary/analysis of the assigned reading that answers these questions: What is the author's main research question? What is their answer to that question and the theoretical argument behind it? What evidence do they bring to bear on this answer? Why do or don't you believe this is a strong answer to the research question?

2. A brief, one paragraph summary of a new research article (published in 2000 or later) that builds on the assigned reading. This new research article cannot already be on the syllabus and should be published in a peer-reviewed academic journal. I suggest finding one by searching for the assigned reading in Google Scholar and looking up articles that cite it.

3. An analysis of how this second academic article relates to the assigned reading by answering an unanswered question, correcting a conceptual or empirical error, solving a puzzle created by the assigned reading, suggesting an alternative or critique, or otherwise improving 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.

4. An application of the assigned reading and new academic article to a current event in American politics of your choosing.

The bulk of your paper should consist of parts 3 and 4. Keep the summaries of the assigned reading and additional article as brief as possible. At the top of your reading memo, please include the name of the assigned reading that you are examining in the first paragraph as well as a full citation (in Turabian format) of the additional article you discuss in your second paragraph. (For the citation in 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.)

Students can only submit 1 memo per class meeting, except in the Spring and Summer semester, since each class meeting is equivalent to 2 class meetings in a normal semester. In Spring and Summer, you can submit 2 memos per class meeting, but the readings from each memo must come from a separate set of readings.)

Each memo will be graded on a 10 point scale. If you are not happy with your score on one of the memos, you can submit an additional (4th) memo. Your reading memo grade will then be based on your top 3 memos.

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 and lectures. I hope that students will bring what they discuss in the reading responses into our classroom discussions. That's also why I want you to turn in the memo 2 hours before class -- it gives me the opportunity to incorporate your ideas, questions, and critiques into class discussion.

Second, the assignment helps you practice and improve your writing skills. Third, 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. Fourth, linking the readings to current events will help you apply what we are learning in class to the political world and to see how research helps us better understand current events. Finally, these reading responses 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 reading responses.

**Quiz Instructions**

May 03

Due: Wednesday, May 03 at 11:59 pm

I will regularly administer quizzes at the beginning or end of class. These serve three primary purposes. The first is to provide incentives for students to complete the readings before class and reward those that do. The second 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 third 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 intended to be easy for students who have completed the readings and paid attention in class.

**Participation and Attendance**

May 03

Due: Wednesday, May 03 at 11:59 pm
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. After each class, I take note of who participated in class both in any group activities and in our class-wide discussions. 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%.

The way I grade your participation and attendance is by first calculating a grade for your participation overall based on the days when you attended. (For example, if you always participated in class when you attended, you would get 100% on this part.) I think multiply the participation component of your grade by your attendance. (Returning to the previous example, if you got full credit for participating, a 100%, but you only attended 90% of the classes, then you would get 90% of the total possible points assigned to the participation and attendance portion of your final grade. (90% = 100% for participation X 90% for attendance.)

Proposal

Due: Monday, May 22 at 10:00 am

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) research 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 and writing skills.

Writing is a process. To produce high-quality academic argument, which is our goal, your written work should be much more than what you type in to the computer at 2am the day the paper is due. Revision will be a key part of this process. Revision literally means “seeing again.” When engaged in effective revision, a writer begins to see an argument from a different and can therefore articulate a sharper focus. Writing specialist Nancy Sommers has found that when experienced writers revise, they often radically alter their idea and reorganize the entire paper. By contrast, when inexperienced student writers revise, they change a few words here and there but leave the paper essentially unaltered. You will have an opportunity to work with a
writing group as you revise, but you are also welcome to visit with me about any questions you may have at any point during the writing process.

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. Underlying each question should be some sort of causal claim -- that X causes Y. Your answer should address both the theories for why we should (or should not) believe that X causes Y and the empirical evidence supporting these causal claims.

The paper that you will write answering your question 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 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:
  - 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.
  - 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?
  - 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?
  - 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 your research project as needed. To do this, each of you will schedule times to meet with me in my office on the Monday (May 22) when the proposal is due or on Tuesday (May 23). The proposals will be graded based on whether you completed the assignment as directed or not.

Midterm Exam

May 27

Due: Saturday, May 27 at 1:00 pm

The midterm exam covers Sections 1 (Founding Principles) and 2 (Voter Behavior) of the course schedule. It will consist of multiple choice, short answer, and short essay questions. Due to our abbreviated Spring semester schedule, the midterm will be administered at the BYU Testing Center, beginning at 10am on Thursday, June 1, and closing at 2pm on Saturday, June 3. Please give yourself at least 2 hours to take the exam. 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.

Long Draft of Paper

Jun 08

Due: Thursday, Jun 08 at 11:59 pm

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. 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.

Underlying the research question motivating your paper should be some sort of causal claim -- that X causes Y. Your answer should address both the theories for why we should (or should not) believe that X causes Y and the empirical evidence supporting these causal claims. 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 1 to 3 sentences, max), and your thesis (i.e., a 1 to 2 sentence summary of your answer to the question).
- 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, their 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/Chicago 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](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.

Both papers will be graded using the rubric posted to Learning Suite in the Content tab. There are 4 categories in the rubric. They have equal weight in determining the grade, and each are evaluated using a 5 point scale. These categories are: Thesis, Evidence & Analysis,
Organization & Structure, and Grammar & Style. Please see the rubric for a description of what each category covers and how they will be applied to your paper.

*Reading Memo 2*

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Due: Wednesday, Jun 14 at 8:00 am

*Reading Memo 1*

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Due: Wednesday, Jun 14 at 8:00 am

*Short Draft of Paper*

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Due: Saturday, Jun 17 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.

The other requirements for the short draft are the same as those for the long draft. This includes having at least 8 citations. This paper will be graded using the same rubric though the expectations are higher for this paper. If your short draft is just a shortened version of your long draft without any other improvements to substance and style of your paper, you should expect to receive a slightly lower grade on the short draft.

*Reading Memo 4 (Optional)*

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Due: Monday, Jun 19 at 8:00 am

*Reading Memo 3*

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Due: Monday, Jun 19 at 8:00 am
Student Evaluation Bonus

Due: Monday, Jun 19 at 11:59 pm

If you fill out the end of semester teacher evaluations you will receive a 1 point bonus to your final grade.

Attendance Record

Due: Monday, Jun 19 at 11:59 pm

These are your raw attendance scores, which are factored into your final participation/attendance grade. They do not count individually, but if you think there is an issue with them please let me know. They are NOT your final attendance/participation grade.

Final Exam

Due: Wednesday, Jun 21 at 11:00 am

The final exam is comprehensive, though it will focus more on Sections 3 (Institutions) and 4 (Linkages) of the course schedule. It will have a similar format as the midterm -- a mix of multiple choice, short answer, and short essay questions. The exam will be administered in class or else in a computer lab, which will be announced later.

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.

University Policies

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. Students are also expected to adhere to the Dress and Grooming Standards.
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.

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.

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 Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets.” Vice President John S. Tanner, Annual University Conference, August 24, 2010

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.

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

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.
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.

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.

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 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.

Sexual Assault Reporting

BYU interprets Title IX in a way that classifies most employees as "responsible employees," which means that they are required to inform the Title IX office if they know of or have reason to
suspect any sexual misconduct experienced by or perpetrated by BYU employees, students or visitors, regardless of whether the misconduct happened on or off campus. This means that if you share with a faculty member that you or someone you know have experienced sexual assault while affiliated with BYU, they are obligated to report it to the Title IX office, regardless of your wishes. The Title IX office will follow-up with you and provide you with resources. They will also pursue any Honor Code violations surrounding the assault. If you need support but are unsure about whether you are ready to report the assault, here are some resources that are completely confidential:

- BYU Counseling and Psychological Services (caps.byu.edu or 801-422-3035). Counseling and Psychological Services is the only fully confidential resource on campus. They have crisis counselors available 24 hours a day; if you are calling after hours, call the BYU Police (801-422-2222) and ask to speak with the crisis counselor on duty. You do not need to inform the BYU police that you are calling regarding a sexual assault.
- The Center for Women and Children in Crisis (cwcic.org). The CWCIC has a 24-hour Sexual Assault Hotline available at 1-888-421-1100. They will provide you with a victim advocate who will compassionately walk you through all of your options.

Please seek help from these sources. They have highly-trained staff who will support you. If you decide you would like to report the assault (and are comfortable if the Title IX and Honor Code offices learn about the assault), the BYU Police (801-422-2222) are well-equipped to handle sexual assault cases with sensitivity and professionalism. Always remember that sexual assault is not your fault, and you are a beloved child of God.