**Syllabus**

*Pl Sc 110 (Fall 2011)*

**WARNING!!** Do not rely on a printed copy of this syllabus. Only the online version is authoritative. I may modify the readings for a future lecture, and you will not know about the change unless you are using the online syllabus. **WARNING!!**

Professor Adam Brown  
Email: brown@byu.edu  
Office phone: (801) 422-2182  
Course website: http://adambrown.info/p/courses/2011/fall/110  
Last syllabus update: August 25th, 2011

Office location: 772 SWKT  
My office hours: 8:30am-10:00am MWF

**TA names and contact info**  
Each time you reload this page, the order of the TAs' names below will be shuffled. If you're not sure which TA to email, just email the TA whose name appears first in this list.

- Jillian Wheeler: wheeler.jillian.marie@gmail.com  
- William Español: sirwilliamespanol@yahoo.com  
- Madeline Lee: madelinelee6@yahoo.com  
- David Ellis: davidandrew87@gmail.com  
- Kelsey Cropper: kcropper11@sbcglobal.net

**Table of contents**

- What's this course about?  
- Broader learning outcomes  
- What books do we need to buy?  
- Grades and assignments  
- Late penalties  
- Teaching assistants  
- How hard is this course?  
- Plagiarism warning  
- Other course policies  
- Reading schedule

**What's this course about?**
You learned in high school about our basic governmental structure. You know that we have a federal system. You know that the federal government is divided into three branches: judicial, legislative, and executive. You know that Congress, the legislative branch, is bicameral, and that it takes a 2/3 vote to override a presidential veto. You know all these basic facts. If you've forgotten any, they are easy to look up. If you are a foreign student, these facts are covered in your textbook if you need them.

My goal is not to teach these basic facts about our government's structure. Rather, my goal is to help you understand how these basic facts influence how politics operates. How would policy outcomes be different if the president lacked a veto, or if we elected the vice president separately from the president, or if we had a nationwide referendum process? You learned the facts about our governmental structure in high school; now, you will learn about the implications of those facts. This course will help you understand that our government's structure has important consequences.

In addition to studying our government's Constitutional structure, we will also discuss how individual Americans interact with their government. Who votes, and why does it matter? What do political parties, interest groups, and the news media do, and why does it matter? Why do candidates run negative ads, and does it matter?

Those are two of the three main fields of study within American politics: political institutions (how the rules and structure matter) and political behavior (how individual behavior matters). The third field is political development (how we got where we are). This brief introductory course will not be able to cover everything, of course. It will, however, provide a solid background in these three fields, enabling you to think critically and carefully about what you hear on the news.

**Broader learning outcomes**

The political science department has established specific learning outcomes to ensure that all our graduates grow spiritually and intellectually. Memorizing facts and theories is only one of the twelve learning outcomes. In this class, we will also work on these goals:

- "Demonstrate a familiarity with each of the four major subfields of political science." You will learn what political science is, what the major is like, and what careers are available to political science majors.
- "Possess a factual and theoretical knowledge of ... political processes." Yes, you will memorize facts and theories. No surprises there.
- "Be able to articulate principles of faith in political analysis." We will discuss religion and politics in several lectures. You should also think about your faith as you complete writing assignments.
- "Participate effectively in political processes" and "want to serve the communities ... to which they [students] belong." The enrichment assignments will provide opportunities for you to work on a political campaign, attend a governmental meeting, participate in your community, or otherwise involve yourself directly in the political process.
- "Think critically, analytically, and synthetically." You will write many brief but thoughtful papers.

**What books do we need to buy?**


- BYU bookstore: $90-100ish new.
- Also available at Amazon. If you look for a cheaper copy on Amazon (always wise), make sure it's the right edition.
- **Check out the study resources at the book's website**. No, seriously! It's really good.
Can we use an earlier edition to save money? I would estimate that 90% (or more) of the content is the same as the previous edition. If you are shooting for an A, then you cannot afford to miss the remaining 10% of material. If you are less concerned about getting an A, then purchase an earlier edition at your own risk. Your choice. If you do buy a previous edition, then you will need to figure out which pages in your book to read for each lecture, since the pagination differs in each new edition.

Required: An iClicker. You must have your own. You cannot share an iClicker with another student.

- BYU bookstore: $20-30ish. Many BYU courses use iClickers, so it's usually easy to sell them back to the bookstore at the end of the semester, allowing you to recoup almost all of the cost.
- Also available at Amazon. BYU uses the original iClicker, not the iClicker 2 that you may find online. If you buy your iClicker from Amazon or something, make sure it is not the iClicker 2.
- You will use your iClicker to take in-class quizzes. If you do not have your iClicker with you on a day that I give a quiz, you will not receive credit for that day's quiz. Always have your iClicker with you.
- Important! You must register your iClicker online! Otherwise, I won't know which iClicker is being used by which student, and I will not be able to give you credit for your quiz answers. To register your iClicker, visit the iClicker registration page. When it asks for your "student ID," use your Route Y netID (something like "arb63" or "abrown"), NOT your BYU student ID from your ID card (something like "12-345-6789").

Required: Follow national political news every day.

- Every day, check for news about Congress, the president, the Supreme Court, election campaigns, and other topics relevant to this course
- Questions about national political events will be on your quizzes and exams. If you try to identify and remember the two or three most important stories every day, you will do fine. Take notes on each day's most important stories so you can study them before each exam.
- For a list of acceptable newspapers, see the news journal instructions.

Required: Follow Utah and Provo political news every day.

- Every day, check for news about the Utah legislature, the governor, the Provo mayor, and the Provo city council. You may use these news stories for your news journal if you wish.
- State and local politics differ from national politics in many ways. Even if you do not plan to make Utah your home after graduation, you will learn how state and local government operates by following news about Utah and Provo. These lessons will carry to wherever you settle.
- Questions about Utah and Provo political events will be on your quizzes and exams. If you try to identify the one or two most important stories every day, you will do fine. Take notes on each day's most important stories so you can study them before each exam.
- How to do it: You have two options. Both are free. (1) Sign up to receive a daily news summary by email from Utah Policy Daily, here (click "Subscribe"). (2) Sign up to receive a daily news summary, "Political Cornflakes," from the Salt Lake Tribune, here (look for "Sign up for Political Cornflakes").

Grades and assignments

5% Quizzes and in-class activities
12% News journals
9% Enrichment activities
22% Midterm #1
22% Midterm #2
30% Final exam (testing center)

**Quizzes.** To encourage you to keep current on readings, I will regularly give brief quizzes or assign other work in class. You must have your iClicker with you to take a quiz. Quizzes may cover readings, previous lectures, or current events from the newspaper.

**Missed quizzes** cannot be made up under any circumstances. To allow for a handful of absences, I will drop your three lowest quiz scores.

**Unbiased grading:** Do not write your name on any assignment (except in-class work). Instead, write your numeric student ID number. You will find this number on your BYU identification card. This procedure ensures unbiased grading. If you write your name instead of your ID number, you will receive a penalty on your assignment.

**News journal.** Several times throughout the semester I will ask you to submit a news journal. See the deadlines in the reading schedule. Follow the detailed instructions available here: [news journal instructions](#).

**Enrichment activities.** Over the course of the semester, you must complete 3 enrichment papers. See the deadlines in the reading schedule. Follow the detailed instructions available here: [enrichment paper instructions](#).

**Where to turn things in if they are ON TIME:** Assignments are due in class before class begins. If (and only if) you arrive to class before it begins, then look for the stack of assignments and put yours on it. If you are late, then follow the instructions given below.

**Late penalties**

**Acceptable reasons to turn things in late:** If a **documented** medical or family emergency arises, consult with me as soon as possible to work out an adjusted deadline. You must contact me as soon as possible. I will not excuse lateness for any other reason.

**Where to turn things in if they are LATE (strongly discouraged):** If you arrive late, do not disrupt the class by bringing your paper to me or to the teaching assistants. Likewise, do not email me your assignment or slide it under my door. Instead, late papers should be submitted to the drop box near the elevators on the 7th floor SWKT. The political science secretaries check this drop box each day at opening (around 8:00am) and closing (around 4:50pm). If you put your assignment in the drop box, you must write my name and "PlSc 110" on the paper so that the political science secretaries know to give it to me. You do not need to write your name, just your student ID number. Information on late penalties is provided below.

**Late penalties:** Penalties are steep. Expect a 5% penalty if you submit something on the due date but after the beginning of class; the penalty is the same whether you submit it 5 minutes after class starts or 15 minutes before the political science department closes for the day. One school day late gets a 10% penalty. Two school days late gets a 25% penalty. Later is unacceptable and will not receive credit. Consult the following paragraph for my definition of "school day."

**How I calculate the "lateness" of your paper:** Late penalties will be based on how many "school days" late your paper is submitted. I base this on the time stamp that the political science secretaries place on your paper when they remove it from the drop box. They remove papers from the box twice a day, at roughly 8:00am and at 4:50pm. I do not care what the time is that they stamp on your paper; I only care what the date is. For example, if you put your paper in the drop box at 7:30pm on a Monday evening, then it will be stamped as having arrived at 8:00am Tuesday. If you put your paper in the drop box after box on 9:45am on Tuesday, it will be stamped as having arrived at 5:00pm Tuesday. Either way, it was stamped as "Tuesday," and that's all I
will care about. That's how I determine the date. When I count up the number of days late that your paper was, I do not count days when the political science office was closed (such as weekends and university holidays).

**Submitting your assignments late is one of the easiest ways to lower your grade.** Do not do it. In the workplace, late work results in getting fired. In the classroom, it results in a failing grade.

**Teaching assistants**

I have hired intelligent, hard working, wonderful teaching assistants. They are all undergraduates. They have all done well in their political science classes. Get to know the TAs. A **TA's two main jobs are to serve as a tutor and as a grader.** Don't forget the "tutor" part. When you have questions about course material, ask them.

**TA review sessions:** I have asked the TAs to organize weekly review sessions. (They will not hold office hours; they will conduct review sessions instead.) Each week they will announce the times and locations for that week's sessions. The review sessions do not substitute for lecture; the TAs will not plan to present a summary of the week's material. Instead, review sessions will be Q&A sessions when you can ask questions that you have about anything we have covered so far. I encourage you to attend.

**Appropriate ways to work with teaching assistants:**

- Attend a review session. Bring plenty of questions.
- If the review sessions just don't fit your schedule, make an appointment with a TA to meet at another time.
- Tell them about a news article you'd like to include in your news journal and discuss it with them.
- Tell them your plan for an upcoming enrichment activity and ask if they have any advice.
- Ask them to help you understand what you can do to perform better on future assignments.
- Treat them kindly. Although they are wonderful TAs, they may make a (perceived) mistake. Remember the golden rule. If you have a conflict with a TA, please discuss it (calmly) with Professor Brown.

**Inappropriate ways to work with teaching assistants** (or your professor, for that matter):

- Do not ask TAs on dates or make any romantic advances. University policy requires them to decline. Wait until after course grades have been posted to your transcript.
- Do not offer any sort of gift to your TAs, not even cookies. They will decline. If you really want to give a gift, it needs to wait until after final grades are posted to your transcript.
- Do not ask TAs to suggest a news article for your news journal. You should be following the news closely enough to find articles on your own.
- Do not complain to TAs about how they graded your work. Talk to Professor Brown instead (after you calm down), and remember that high grades are hard to earn.
- Do not ask TAs to change a grade that they have assigned. Grade appeals should come directly to Professor Brown, not to a TA.
- Do not ask TAs to read through a rough draft of your assignment. You can discuss ideas with them, but do not expect them to read a rough draft. If you need proofreading help, visit the writing center instead. There is an **FHSS writing lab** and also a general **BYU writing center**. Both are excellent.

**How hard is this course?**

**Who am I competing with?** This year's freshmen class had an average ACT score of 28 and an average high school GPA of 3.80. A large minority (close to a third) had a 4.0 high school GPA or an ACT score of at least
30. These data show that all BYU students are smart. I have no doubt that each of you has the intellectual capacity to earn an A or A- in this course. Few of you will do so, however. If history is any guide, the average grade will be a B-. That average has nothing to do with me. It is the average for all introductory political science courses. It is also a typical average for introductory classes in most departments at BYU. Read on and I will explain why.

Is this a weeder class? No. The purpose of a weeder class is to ensure that only the "best" students can declare for a certain major. For example, Econ 110 is a weeder class for some business majors; you cannot declare in these majors unless you receive a certain minimum grade in Econ 110. By contrast, PlSc 110 is not a weeder class for any major. It's not even a weeder for political science; you can get a D in PlSc 110 and still declare in political science, although I would probably advise you otherwise.

Do I have to be "good" at political science to get an A? What separates A students from C students is usually effort, not ability. Some of you earned excellent grades in high school with minimal effort, coasting along on superior abilities. Now that you're at BYU, you are in an environment where everybody has superior ability, so your effort is the main thing that will differentiate you. There's no such thing as being "good" at political science; it comes down to time and study habits.

How much time should students spend on this class? As the BYU catalog states, "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."

Wait, how much time? The catalog defines an A as "excellent," a B as "good," and a C as "satisfactory." If you are an "average" student (i.e. an A student in high school) who is "appropriately prepared" (i.e. you did fine in high school history, government, and econ courses), and you want to meet the basic "expectation" (i.e. a C), then plan to satisfy the "expectation for undergraduate courses," that is, three hours per week per credit hour. If you want to "achieve excellence" (an A), remember that "much more time may be required."

Just to be clear: If you want a C, spend 9 hours each week on this class. That's three hours in lecture and six hours on your own. "Much more time may be required to achieve excellence."

But I have a job! A full-time student who takes 14 credit hours should plan to spend 42 hours per week studying in order to earn a B or C average. It may take "much more time" to earn better marks. If you prioritize a low-wage job over your education, then you may find yourself continuing to work in low-wage jobs even after you have completed your education. Please choose your priorities wisely. It's fine to have a job—I had them when I was a student—but be wise in deciding how many hours to work each semester.

How should I study? Even if you spend 40 hours per week on this course, you might still do poorly if you do not use that time well. I am happy to discuss study strategies with you. These general strategies benefit most students:

- Study in a place where you can concentrate without distractions. The library is wonderful. Multitasking is not.
- Turn off your laptop's wifi and turn off your phone during class so you can pay attention. Multitasking does not work.
- If all the bells and whistles on your laptop distract you during lecture, consider taking your notes the old-fashioned way (pen and paper) rather than typing your notes.
- You must do all assigned readings AND come to every class. Some lectures overlap with the textbook, but many do not. Many questions on your exams will come only from the readings, and others will come only from lecture.
- Have a smart reading strategy. Before completing an assigned reading, skim through the introduction, headings, boldfaced terms, tables, figures, info boxes, and conclusion. Then read the whole thing...
through. When you're done, skim through all those key elements one more time.

- Stay current. I cover far too much material for you to cram it all the night before the exam.
- Use the textbook website frequently. It has flashcards, practice quizzes, and other good study resources.
- Power tip: Meet with 2-3 friends at the same time every week in one of the library's study rooms. Discuss all the review questions and terms (from the textbook and also from the lecture slides) from the preceding week. Argue about the material. Take sides. Have fun bickering about politics and current events.

**Plagiarism warning**

The BYU Honor Code forbids any form of plagiarism. I have found, though, that many students plagiarize without even realizing it. Whether you do it intentionally or not, plagiarism will have serious consequences for your grade.

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet, as well as deal with the stress and strain of college life without resorting to cheating. As your professor, I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at [http://honorcode.byu.edu](http://honorcode.byu.edu). Details about Academic Honesty are found in the university catalog.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction ("According to so-and-so...") and punctuation (such as quotation marks) and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. **Plagiarism is a violation of academic, ethical, moral, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written.** In extreme cases, it can justify expulsion from the University. Because of the seriousness of these consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult with their professor or TA. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

**Other course policies**

**Email:** You are expected to check your email daily, including your spam folder. Make sure that the email address you have provided to BYU is current. Log into myBYU and check.

**Attendance:** I do not take attendance, but I do use quizzes and in-class writing as a teaching tool. To encourage full participation, I give credit for these activities. Obviously, you will not receive credit for these in-class activities if you do not attend class. In-class activities cannot be made up.

**What to do if you miss class:** Although you cannot make up missed quizzes, you should avoid falling behind as a result of a missed class. If you must miss a lecture, get notes from another student. After reviewing those notes, all assigned readings, and my lecture slides, you should visit with me or a teaching assistant to go over any questions you have.

**Missed exams:** No makeups unless you (1) arrange it in advance for a valid reason (which is extremely rare) or (2) have a genuine emergency and contact me as soon as possible to work things out.
**Final exam**: The final exam will cover the entire semester's material, but with more questions about material covered after the last midterm.

**Final exam scheduling**: Please do not ask to take the final examination early. It is against university policy to give final examinations outside of the scheduled final examination period. Do not make any plans that interfere with the final exam schedule. Please do not ask for exceptions. I am not authorized to grant them. The final exam will be in the testing center throughout finals week.

**Final exam mercy rule**: If you do better on the final than on one (or both) of the midterms, then whichever midterm you perform worst on will have its weight reduced by 5 percentage points and the final will have its weight increased by 5 percentage points.

**This is a plan, not a contract**, and anything you read in this syllabus is subject to change at my discretion. I do not expect to make any major changes, but I cannot promise not to.

**Discrimination**: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Disabilities**: Brigham Young University is committed to providing a working and learning atmosphere which 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 (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. 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. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB

**Reading schedule**

Dates and deadlines are subject to change. "Terms" will appear on the exams. I do not list many terms here; most terms are found in your textbook. The terms listed here are in addition to those listed in your textbook. "Readings" are required; please tell me if a link is broken. "Resources" are not required, but I may draw on them during class.

You can also view the reading schedule in [calendar format](#).

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**Unit 1**: Introduction to political science

**Mon, Aug 29th, 2011.** Course overview. Why does BYU exist? Why study American politics? What is political science?

- Terms: American politics; comparative politics; international relations; political philosophy; methodology; political institutions; political behavior; political development
- Readings (14 pages):
  - [Doctrine and Covenants 88:74-80](http://adambrown.info/p/courses/2011/fall/110?show=syllabus&printer=f... [1 page]
**Unit 2: American political development: Forming a union**

**Wed, Sep 7th, 2011.** The need for a Constitution. How do institutions matter? What influenced the framers' thinking and interests? What was wrong with the Articles of Confederation?
- Terms: institutions; original sin; Newton's laws; American Philosophical Society; Declaration of Independence; Articles of Confederation; confederation; aristocrat; republic
- Readings (40 pages):
  - *Logic*, pp 40-57 [18 pages]
  - Read the Declaration of Independence (Appendix 2 in *Logic*) [3 pages]
  - Read the Articles of Confederation (Appendix 1 in *Logic*) [4 pages]
  - Read the U.S. Constitution and all amendments (Appendix 3 in *Logic*) [10 pages]
  - Read national and Utah political news (see [news journal instructions](#)) [5 pages]
- FYI:
  - Learn more in PlSc 311, "State and Local Politics"
  - Learn more in PlSc 322, "Early American Political Thought"

**Fri, Sep 9th, 2011.** The US Constitution. Why is it hard to know the founders' intent? Why was compromise important in drafting and ratifying the Constitution? Was the Constitution inspired?
- **DUE:** News journal ([instructions](#))
- Terms: Virginia Plan; New Jersey Plan; three-fifths compromise; plural executive; separation of powers; federal division of powers; popular sovereignty; rule of law; Bill of Rights; federalist; antifederalist; ratification; Federalist Papers
- Readings (55 pages):
  - *Logic*, pp 57-86 [30 pages]
  - Brutus (1787), *Anti-federalist #3, November 15, 1787* [5 pages]
  - Madison (1787), Federalist #10 (Appendix 4 in *Logic*) [4 pages]
  - Madison (1787), Federalist #51 (Appendix 5 in *Logic*) [3 pages]
  - Oaks (1992), "Our divinely inspired Constitution" [8 pages]
  - Read national and Utah political news (see [news journal instructions](#)) [5 pages]
- FYI:
  - Have you planned your next enrichment assignment yet? Plan it now. ([instructions](#))
  - Learn more in PlSc 322, "Early American Political Thought"

**Mon, Sep 12th, 2011.** Federalism and centralization. What is federalism? Why has power grown more centralized over time?
- Terms: state; unitary; confederal; federal; dual federalism; shared federalism; centralization; supremacy clause; necessary and proper clause; commerce clause
Unit 3: American political development: Freedom

Fri, Sep 16th, 2011. Civil rights. How did the civil rights movement of the 1960s overcome the collective action problem? What tactics did southern states use to resist federal efforts to improve civil rights?
- DUE: News journal (instructions)
- Terms: civil rights; civil liberties; procedural equality; substantive equality; 13th amendment; 14th amendment; 15th amendment; Civil Rights Act (1964 and 1968); Voting Rights Act (1965); Plessy v Ferguson; Brown v Board of Education; segregation; busing; affirmative action; de facto; de jure
- Readings (61 pages):
  - Logic, ch 4 [56 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI:
  - Learn more in PISc 312, "Japanese-American Internment"
  - Learn more in PISc 361, "Constitutional Law: Rights and Immunities"
  - It's time to apply for BYU's best internship: The Utah state legislature internship. The application deadline is October 1st. All majors may apply. Ask me for details.

Mon, Sep 19th, 2011. Civil liberties. What are your rights and duties as a citizen? How have your liberties evolved over time?
- Terms: ex post facto laws; bills of attainder; habeas corpus; 14th amendment; selective incorporation; freedom of speech; pure political speech; symbolic speech; speech accompanied by disruptive conduct; incitement
- Readings (52 pages):
  - Logic, pp 190-214, 220-237 [43 pages]
  - Logic, pp 492-495 [4 pages]
  - Review the U.S. Constitution and all amendments (Appendix 3 in Logic)
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI:
  - Learn more in PISc 361, "Constitutional Law: Rights and Immunities"
  - Have you planned your next enrichment assignment yet? Plan it now. (instructions)

Wed, Sep 21st, 2011. Religious liberty. What was the framers' experience with religious freedom? When can free exercise be limited? When is prayer allowed in public schools?
- Terms: Toleration Act; establishment clause; free exercise clause; theocracy; de jure establishment; de facto establishment; Main Street Plaza; school prayer
- Readings (25 pages):
  - Logic, pp 214-220 [7 pages]
  - Deseret News (Aug 2011), "Skipping school with your Bible: Religion released time classes growing in popularity" (or as PDF) [4 pages]
  - Doctrine and Covenants 121:1-10 [2 pages]
  - Doctrine and Covenants 122 [1 page]
  - Doctrine and Covenants 123 [2 pages]
Fri, Sep 23rd, 2011. Same-sex marriage
- DUE: Enrichment #1 (instructions)
- Readings (34 pages):
  - Review Logic, pp 180-184
  - Deseret News (Nov 2009), "Mormon church supports Salt Lake City's protections for gay rights" (or as PDF) [2 pages]
  - Oaks (2011), "Preserving religious freedom" (or as PDF) [15 pages]
  - LDS public affairs (2006), Interview with LDS leaders about "same-gender attraction" (or as PDF) [12 pages]
- Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISc 311, "State and Local Politics"

Mon, Sep 26th, 2011. Catch up and review
- Readings (5 pages):
  - Read national and Utah political news (see news journal instructions) [5 pages]

Wed, Sep 28th, 2011. Woohoo! (No class)
- DUE: Midterm #1. Take it in the testing center. Opens after class Monday. Ends Wednesday.
- Readings (5 pages):
  - Read national and Utah political news (see news journal instructions) [5 pages]

Fri, Sep 30th, 2011. Introduction to Congress
- Readings (20 pages):
  - Logic, pp 238-248 [11 pages]
  - Logic Appendices 7 (district maps) and 8 (control of Congress) [4 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISc 315, "Congress and the Legislative Process"

- Readings (43 pages):
  - Logic, pp 248-256 [9 pages]
  - Logic, pp 506-528 [23 pages]
  - Logic, Appendix 7 (U.S. House districts, 2001-2010) [2 pages]
  - Brown (2011), "Redistricting backgronders: What have we learned?" [2 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISc 315, "Congress and the Legislative Process"

- Readings (52 pages):
  - Logic, pp 257-303 [47 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISc 315, "Congress and the Legislative Process"

Fri, Oct 7th, 2011. State legislatures
- DUE: News journal (instructions)
- Terms: professional legislature; citizen legislature; term limits
- Readings (24 pages):
Brown (2011), "Who has the decisive vote on the Utah legislature?" [2 pages]
Brown (2011), "Where have all the freshmen legislators gone?" [2 pages]
Brown (2011), "Which [Utah] legislators miss the most votes?" [2 pages]
Brown (2011), "Which [Utah] legislators run the most bills?" [2 pages]
Smallwood and Richards and the Chronicle of Higher Education (2011), "How educated are state legislators?" (or as PDF) [5 pages]
Chronicle (2011), How educated are state legislators? (just play with the map for a while) [2 pages]
The Economist (2006), "Term limits and democracy: Out with the old" [2 pages]
Read national and Utah political news (see news journal instructions) [5 pages]

FYI:
- Learn more in PlSc 311, "State and Local Politics"
- Learn about BYU's best internship: The Utah state legislature internship
- Have you planned your next enrichment assignment yet? Plan it now. (instructions)

Mon, Oct 10th, 2011. Direct democracy. What are the types of direct democracy? Are voters smart enough for direct democracy? How does direct democracy change policy outcomes?
- Terms: initiative; referendum; recall; qualifying for the ballot; information shortcut; gun behind the door
- Readings (26 pages):
  - Donovan and Bowler (2004), Reforming the Republic, ch 7 [21 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PlSc 311, "State and Local Politics"

Unit 5: American political institutions: The executive branch

Wed, Oct 12th, 2011. The President's evolving role
- Readings (34 pages):
  - Logic, pp 304-328 [25 pages]
  - Logic, Appendix 9 (presidential elections) [4 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- Resources: Show resources
- FYI:
  - Learn more in PlSc 314, "The US Presidency"
  - Have you planned your next enrichment assignment yet? Plan it now. (instructions)

Fri, Oct 14th, 2011. The President versus Congress
- DUE: News journal (instructions)
- Readings (34 pages):
  - Logic, pp 328-353 [26 pages]
  - Logic, Appendix 8 (party control of Congress and presidency) [3 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- Resources: Show resources
- FYI:
  - Learn more in PlSc 314, "The US Presidency"
  - Learn more in PlSc 315, "Congress and the Legislative Process"

Mon, Oct 17th, 2011. Who controls the executive bureaucracy?
- Terms: police patrol; fire alarm; oversight; OMB; central clearance; iron triangle
- Readings (51 pages):
  - Logic, ch 8 [46 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI:
  - Learn more in PlSc 314, "The US Presidency"
  - Learn more in PlSc 315, "Congress and the Legislative Process"
  - Learn more in PlSc 333, "Politics of Bureaucracy"

Wed, Oct 19th, 2011. State governors
- Terms: gubernatorial; item veto; reduction veto; amendatory veto; "Vanna White" veto; plural executive
- Readings (7 pages):
  - NY Times (2010), "Jokes and Secret Hopes for Lieutenant Governors" (or as PDF) [2 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISe 311, "State and Local Politics"

**Unit 6: American political institutions: The judicial branch**

**Fri, Oct 21st, 2011. Judicial review**
- **DUE:** Enrichment #2 (instructions)
- Readings (22 pages):
  - Logic, pp 400-413 [14 pages]
  - Hamilton (1787), The Federalist, #78 [3 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISe 364, "Jurisprudence"

**Mon, Oct 24th, 2011. The federal judicial system**
- Readings (33 pages):
  - Logic, pp 413-439 [28 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]

**Wed, Oct 26th, 2011. State judicial systems**
- Readings (13 pages):
  - NYTImes (2009), "Justices Tell Judges Not to Rule on Major Backers" (or as PDF) [2 pages]
  - Deseret News (2009), "Panel of their peers: Youth Court in action" [2 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PISe 364, "Jurisprudence"

**Fri, Oct 28th, 2011. Catch up and review**
- **DUE:** News journal (instructions)
- Readings (5 pages):
  - Read national and Utah political news (see news journal instructions) [5 pages]

**Mon, Oct 31st, 2011. Yay! (No class)**
- **DUE:** Midterm #2. Take it in the testing center. Opens after class Friday. Ends Monday.
- Readings (5 pages):
  - Read national and Utah political news (see news journal instructions) [5 pages]

**Unit 7: American political behavior: Public opinion and voting**

**Wed, Nov 2nd, 2011. Introduction to voting. Do voters care about substance or about style?**
- Terms: substance v style; "Always shuck your tamales"
- Readings (24 pages):
  - Logic, pp 440-458 [19 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- Resources: Show resources
- FYI: Learn more in PISe 317, "Public Opinion and Voting Behavior"

- Terms: Columbia school (sociological model); Downsian model (economic model); calculus of voting; partisan differential; Michigan school (social psychological model, psychological model); funnel model

- Readings (36 pages):
  - Read national and Utah political news (see news journal instructions) [5 pages]
- Resources: Show resources
- FYI:
  - Learn more in PISc 317, "Public Opinion and Voting Behavior"
  - Learn more in PISc 318, "Campaigns and Elections"
  - Learn more in PISc 324, "Political Psychology"


- Readings (5 pages):
  - Read ahead. Heavy loads coming up.
  - Read national and Utah political news (see news journal instructions) [5 pages]

Wed, Nov 9th, 2011. Voter information. When will people spend time gathering information about politics and government? Are voters informed enough to do their job?

- Terms: by-product theory; issue public; civic knowledge; endorsement; information shortcut
- Readings (27 pages):
  - Read national and Utah political news (see news journal instructions) [5 pages]
- Resources: Show resources
- FYI:
  - Learn more in PISc 317, "Public Opinion and Voting Behavior"
  - Learn more in PISc 318, "Campaigns and Elections"

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Unit 8: American political behavior: Campaigns and elections

Fri, Nov 11th, 2011. Identity politics. How did JFK overcome anti-Catholic prejudice? Did his strategy work for Romney, Obama, Giuliani, or Clinton as they confronted prejudices about their race, religion, or gender?

- DUE: News journal (instructions)
- Terms: Greater Houston Ministerial Association; "I can't imagine anything more awful than polygamy"; Bradley effect
- Readings (40 pages):
  - *Logic*, pp 477-485 [9 pages]
  - *The Christian Century* (1956), editorial, "Drive on for Catholic vice president" [1 page]
  - FiveThirtyEight.com (Aug 11, 2008), The Persistent Myth of the Bradley Effect (if site is down, here's a PDF backup) [4 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- Resources: Show resources
- FYI:
  - Learn more in PISc 317, "Public Opinion and Voting Behavior"
  - Learn more in PISc 318, "Campaigns and Elections"

Mon, Nov 14th, 2011. Media. How do changes in media affect voters? How do politicians react to these changes? What are the collective and individual effects of blogs?

- Terms: Google bomb; SEO (search engine optimization); FCC public interest requirement; soft news; hard news; fightthesmears.com; senatesite.com
- Readings (55 pages):
  - *Logic*, ch 14 [44 pages]
  - Ballard (2008), "Sharing the gospel using the Internet" [4 pages]
  - Mormon.org, "How to create a profile" [1 page]

- **Terms:** RAS model (receive-accept-sample); bucket model; positive ad; negative ad
- **Readings (31 pages):**
  - Review *Logic*, pp 506-531 (you read most of this when we talked about "Running for Congress" awhile back) [26 pages]
  - Visit and enjoy: [http://livingroomcandidate.org/](http://livingroomcandidate.org/)
  - Read national and Utah political news (see news journal instructions) [5 pages]
- **Resources:** Show resources
- **FYI:**
  - Learn more in PISC 318, "Campaigns and Elections"
  - Learn more in PISC 321, "The Media in American Politics"

Fri, Nov 18th, 2011. Post-9/11 politics. How do terrorism and fear change perceptions of leaders? What were Americans attentive to after 9/11?

- **DUE:** News journal ([instructions](#))
- **Terms:** charisma; ethnocentrism; pride; normative; empirical
- **Readings (25 pages):**
  - Glenn (2004), *On death and voting* [6 pages]
  - Prior (2002), *Political knowledge after September 11* [6 pages]
  - Mark Twain, *The War Prayer* [2 pages]
  - *Matthew 5:43-47* [1 page]
  - Uchtdorf (2010), *Pride and the priesthood* [5 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- **Resources:** Show resources
- **FYI:**
  - Learn more in PISC 318, "Campaigns and Elections"
  - Learn more in PISC 324, "Political Psychology"
  - Have you planned your next enrichment assignment yet? Plan it now. ([instructions](#))

Mon, Nov 21st, 2011. Nominating candidates

- **Readings (26 pages):**
  - *Logic*, pp 562-567 [6 pages]
  - Read three blog posts written by pollster Mark Blumenthal early in the 2008 presidential campaign. His goal was to help people put polls conducted long before the first presidential primaries into context. [Turnout in primaries, more on turnout in primaries, timing](#) [10 pages]
  - Intorcio and Storey (2008), *The Debut of the Top-Two [Runoff] Primary* (a brief review of types of primary systems currently in use) [2 pages]
  - Bernick @ Des News (2010), Poll: Utah state delegates out of step with most Utahns (or as [PDF](#)) [3 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- **Resources:** Show resources
- **FYI:**
  - Learn more in PISC 318, "Campaigns and Elections"

Tue, Nov 22nd, 2011. Turnout. Why don't more people vote? Rather, why does anybody bother to vote at all? How do we get out the vote?

- **Terms:** calculus of voting; mobilization; GOTV; social pressure; contagion effect
- **Readings (40 pages):**
  - *Logic*, pp 496-501 [6 pages]
  - Read three blog posts written by pollster Mark Blumenthal early in the 2008 presidential campaign. His goal was to help people put polls conducted long before the first presidential primaries into context. [Turnout in primaries, more on turnout in primaries, timing](#) [10 pages]
  - Intorcio and Storey (2008), *The Debut of the Top-Two [Runoff] Primary* (a brief review of types of primary systems currently in use) [2 pages]
  - Bernick @ Des News (2010), Poll: Utah state delegates out of step with most Utahns (or as [PDF](#)) [3 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
Unit 9: American political behavior: Political parties and interest groups

Mon, Nov 28th, 2011. Political parties. Why two parties? Why these two parties?
- Readings (38 pages):
  - *Logic*, pp 532-570 (you have read pp 562-567 already) [33 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI:
  - Learn more in PlSc 150, "Comparative Government and Politics"
  - Learn more in PlSc 311, "State and Local Politics"
  - Learn more in PlSc 316, "American Political Parties"
  - Have you planned your next enrichment assignment yet? Plan it now. (instructions)

Wed, Nov 30th, 2011. Republicans and Democrats
- Readings (28 pages):
  - *Logic*, pp 570-585 [16 pages]
  - Brown (2010), "Is Utah the most Republican state?" [1 page]
  - Brown (2010), "Can a good Mormon be a good Democrat?" [2 pages]
  - Brown (2010), "More on whether good Mormons can be good Democrats" [2 pages]
  - Skim through the 2008 Republican national platform
  - Skim through The 2008 Democratic national platform
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PlSc 316, "American Political Parties"

Fri, Dec 2nd, 2011. Lobbyists and interest groups
- **DUE:** Enrichment #3 (instructions)
- Readings (47 pages):
  - *Logic*, ch 13 [42 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI: Learn more in PlSc 313, "Interest Groups"

Unit 10: Time to declare as a political science major!

Mon, Dec 5th, 2011. What have we learned?
- Readings (40 pages):
  - *Logic*, ch 15 [30 pages]
  - *Doctrine and Covenants* 88:74-80,118 [1 page]
  - *Doctrine and Covenants* 93:53 [1 page]
  - *Doctrine and Covenants* 134 [3 pages]
  - Read national and Utah political news (see news journal instructions) [5 pages]
- FYI:
  - I am happy to discuss the pros and cons of the political science major with you at any time.
  - I train and supervise BYU's interns in the Utah legislature. Please ask me if you have questions about this internship.

Wed, Dec 7th, 2011. Catch up and review
- **DUE:** News journal (instructions)
Readings (5 pages):
   - Read national and Utah political news (see news journal instructions) [5 pages]

Final exam: The final exam will be in the testing center throughout finals week.

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