Syllabus
Pl Sc 110 (Fall 2012)

**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!!**

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Last syllabus update: August 8th, 2012

Office location: 772 SWKT
My office hours: 9:00am-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.

- Kelsey Cropper ([kcropper11@sbcglobal.net](mailto:kcropper11@sbcglobal.net)). Office hours TBA.
- Shanna Dungan ([shannadungan@gmail.com](mailto:shannadungan@gmail.com)). Office hours TBA.
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**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 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 the American 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 individuals act in political settings). 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.

**Specific learning outcomes**

The political science department has established specific learning outcomes to ensure that all our graduates grow spiritually and intellectually. We have developed a narrower set of learning outcomes for PlSc 110 that contribute to these departmental goals. By the conclusion of this course, you should be able to do the following:

- Analyze current events in American politics using political science concepts.
- Describe the most important Constitutional provisions in American national government and how they have changed over time.
- Assess the functions and interactions of American political institutions.
- Explain the role individuals play in American government and what factors influence their behavior.
- Evaluate how you as an individual can effectively participate in the political process.

**What books do we need?**


- In the BYU bookstore. Also at Amazon for $50-70 new, cheaper used.
- Check out the study resources at the book's website. It's really good.
- Can we use an earlier edition to save money? Upwards of 90% of the material in the 5th edition is the same as the 4th edition. It's probably fine to use the 4th edition, but do so at your own risk. If you do buy a previous edition, then you will need to figure out how the pagination lines up with the current edition. It might help to look at the 5th edition's table of contents.

**Required:** An iClicker. You must have your own. You cannot share an iClicker with another student enrolled in this course. Your iclicker MUST be registered (see below).

- In the BYU bookstore. Also at Amazon. If you shop online, be sure to purchase the original iClicker,
not the iClicker 2, which is incompatible with BYU's system.

- 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, or if your batteries die, you will not receive credit for that day's quiz. No exceptions. Always have your iClicker with you. (Don't worry: I drop your lowest quiz scores, as discussed elsewhere in this syllabus.)

- **Important!** You must register your iClicker online if you wish to receive credit for quizzes! 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 from the *New York Times*.

- Create a (free) *New York Times* account at [this link](#). Ignore the "sign up for our free newsletters" stuff for now.
- After logging in, visit [this link](#) and scroll down to the section titled "Today's Headlines." Check the boxes next to "U.S." and "Politics," and then click "Subscribe." You will receive a daily email with the top headlines from three categories: "Today's headlines," "U.S.,” and "Politics.” Any story that appears in these sections (on any day of the week) may appear in a quiz.
- FYI: The NY Times limits how many stories from its website that you can read each month, but it uses a strange formula. From their website: "E-mail newsletter links to NYTimes.com will count toward your monthly limit, but you will still be able to view the linked article even if you've already reached your monthly limit." As long as that policy does not change, you will not need a subscription. If you do wish to have full access to everything the NY Times offers, they offer an inexpensive [student discount digital subscription](#).
- I have no particular attachment to the NY Times. I encourage you to consume news from a wide diversity of sources. The NY Times email newsletters are simply a convenient way to ensure we all see a common set of stories each day that I can base quizzes on.

**General course policies**

**This syllabus is a plan, not a contract.** Anything you read in this syllabus is subject to reasonable change at my discretion.

**Email.** Check your email daily, **including your spam folder.** You are expected to know anything I send by email. Make sure that the email address you have provided to BYU is current. Log into myBYU and check. (If your email address changes after the first week of class, send me an email to let me know.)

**Grade appeals** should always come to me, not to a TA. Wait 24 hours after receiving your grade before coming to talk to me.

**Course website.** Many course activities require you to log in to the course website using a username and password I provide to you. Log out every time you finish using the website so that your grades and personal information can remain secure, even if you are accessing the website from a computer that you own. If you ever worry that your account has been compromised, inform me immediately.

**Grades and assignments**

- 6% Quizzes
- 18% Debate papers ([download instructions](#) and [submit online](#))
- 6% Enrichment activities ([download instructions](#) and [submit online](#))
- 20% Midterm 1
20% Midterm 2 (not comprehensive)
30% Final exam (partly comprehensive)

**Quizzes.** I will regularly give brief quizzes or other assignments in class. Each quiz will have 3-4 questions, plus a free point simply for attending. Quizzes will address assigned readings, recent lectures, and current events. You must have your iClicker with you (including batteries) to take a quiz.

**Missed quizzes** cannot be made up, but I drop your four lowest quiz scores to allow for a handful of absences (or days when you forget your iclicker). If a medical or family emergency requires you to miss a handful of quizzes, then your dropped quizzes should cover that.

**Missed lectures.** If you miss a lecture, get notes from a couple friends (ideally more than one). (If you don't know other people in class, visiting a TA Q&A session is a good way to find students interested in studying together.) After reviewing those notes, my lecture slides, and the assigned readings, visit me or a TA to ask any questions you have.

**Missed midterm exams** cannot be made up 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.

**Late papers are not acceptable** unless you experience a documented medical or family emergency. Your written assignments will be submitted and graded online. Assignments are always due by 4:00pm, with a grace period until 11:55pm. Once that grace period expires, the software WILL NOT allow you to submit your assignment. Realize that internet outages and technical difficulties sometimes arise at inconvenient times. Submit your work early to avoid these problems. If a technical problem arises during the grace period, you are out of luck and will receive a zero on the assignment.

**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.

**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 materi al, ask them.

**TA Q&A sessions:** I have asked the TAs to organize frequent Q&A sessions. These group Q&A sessions provide a venue to ask questions about concepts that may have been unclear to you. I encourage you to attend, even if you only listen.

**TA office hours:** TAs will also offer one-on-one interactin in office hours. TAs will not accept grade appeals (those should come to me), but this is a good time to discuss your papers or go over any complicated course material.

**TAs and the writing process.** TAs are an excellent resource for improving the conceptual ideas in your papers. Before writing your final draft, visit a TA and discuss (orally) your ideas. When it comes to improving your ideas, a good oral discussion is usually better than bringing in a draft and asking a TA to read through it. If you're mostly looking for help with grammar or style (not with conceptual ideas), I encourage you to visit the [FHSS writing lab](http://adambrown.info/p/courses/2012/fall/110?show=syllabus&printer=f) or the [BYU writing center](http://adambrown.info/p/courses/2012/fall/110?show=syllabus&printer=f).

It is inappropriate to ask a TA on a date or offer any gift (not even cookies) until after final grades are posted.
How hard is this course?

**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. Rest assured that 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?** No. You are not competing against a room full of political science experts. In fact, 80-90% of the students who take PlSc 110 are NOT political science majors. If you have little or no background with American politics or social science, you are not unusual. As such, what separates A students from C students is usually effort and dedication.

**Wait, your grades are based on effort?** No. But consider some sage counsel from Thomas S. Monson: "Thinking is the hardest work anyone can do, which is probably the reason why we have so few thinkers.... What the public takes for brilliance is really the result of thorough, painstaking investigation and downright hard work. Were we to be deprived of work, we should be robbed of our greatest field of enjoyment and be forever condemned to mediocrity." (In "Constant Truths," found in *Pathways to Perfection*.) Those who work hard can learn the material and earn a satisfactory grade.

**Do you curve grades?** I never curve grades down, but I curve them up if necessary. As in most introductory GE courses, the average grade here is usually around a B-. If average scores come back lower than that, I curve them up as needed.

**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." Elsewhere, the catalog defines an A as "excellent," a B as "good," and a C as "satisfactory." Thus, an "average student" (earning a B or C) should plan to spend 9 hours per week on this course. If you want to "achieve excellence" (an A), "much more time may be required." It's fine to have a job—I had them when I was a student—but consider carefully how many hours you should work each week. If you take 15 credit hours, an average student will need to spend 45 hours on school each week to maintain a B or C average.

How can I improve my grades?

Some of you will be happy with the grades you receive, but others will not. I do not generally offer extra credit assignments, but I can offer several suggestions that may help you raise your grades. If you have questions about any of these suggestions, come chat with me. (Also, don't forget about the final exam mercy rule.)

**Getting the most out of lecture.** Sometimes lectures overlap with readings, but often they do not. Attend every class.

- Turn off your laptop's wifi and turn off your phone during class to minimize distractions.
- If your laptop still distracts you, use pen and paper rather than typing your notes.
- I make lecture slides available online, but they are sparse. If a concept is unclear to you after reviewing slides, visit me or a TA and ask about it.
- If you must miss a lecture, follow the "missed lectures" instructions elsewhere in this syllabus.
- Consider taking STDEV 109 ("Effective Study and Learning") to improve your note-taking and listening skills.

**Getting the most out of readings.** I assign roughly 30 pages of reading per lecture. That's an average; some
Stay current. I assign 30 pages per lecture. That's tough, but doable. But if you fall behind, you might have 300 or 400 pages to catch up on before the midterm.

Study in a place like the library where you can concentrate without distractions.

Don't read textbook chapters cover-to-cover. Start by reading the introduction and conclusion. Then, skim through the headings, boldfaced terms, tables, figures, and info boxes. Spend less than 5-10 minutes on this, just long enough to get a vision of where the chapter is going. Then, quickly read the whole thing. When you're done, skim through the introduction, conclusion, headings, boldfaced terms, tables, figures, and info boxes one more time.

Use the textbook's website frequently. It has flashcards, practice quizzes, and other good study resources. The flashcards in particular can help you focus on key concepts. Repetition is the mother of learning.

Occasionally I assign brief non-textbook readings. For these, focus on finding the central point. You should usually be able to state it in 2-3 sentences.

Consider taking STDEV 305 ("Advanced Strategies for College Success") to learn speed-reading skills.

Improving your writing. When writing in the social sciences, it is rarely sufficient to summarize or describe a topic. Instead, you must take a side and defend it. A persuasive paper will have (1) a central claim, clearly stated as you open and close; (2) logical arguments (reasons) that support your claim; and (3) compelling real-world evidence that supports your reasons. This advice is especially relevant to your debate papers.

- Read the instructions carefully, and more than once. If you have questions, ask.
- Remember the difference between argument and contradiction.
- Proofread, proofread, proofread. Don't let typos, errors, or awkward phrasing obscure your ideas. Visit the BYU writing center for writing help.
- Finish writing at least 24 hours before turning an assignment in. That gives you time to step away from it, sleep on it, and then re-read your prose with fresh eyes.
- Present strong enough arguments and evidence that even your staunchest opponent would respect your views. Avoid straw men and other logical fallacies.

General suggestions

- When you have questions, ask. Take advantage of TA Q&A sessions and office hours. Group Q&A sessions can be even better than one-on-one office hours, since they give you a chance to meet other students who might be interested in putting together a study group.
- 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 what was most important. Argue about the material. Take sides. Have fun with this. It will make a huge difference.
- Take a break from school on Sunday. Sometimes "we have to forego some good things… to choose others that are better" (from Elder Oaks, "Good, Better, Best"). Studying politics is good, but other things are better on Sunday: Taking the sacrament, studying your scriptures, writing to a missionary, fulfilling church assignments, visiting the sick and lonely, attending firesides, reviewing General Conference talks, reading your Sunday School lesson, updating your journal, and so on. Isaiah wrote of rich blessings for all who devote a weekly Sabbath to the "best" activities.
- Treat your body like a temple. Eat healthy food, exercise, and develop healthy sleep habits. Those who take care of their bodies "shall find wisdom and great treasures of knowledge" (DC 89:19).

Plagiarism warning

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. Even if the plagiarism was unintentional, it will have serious consequences for your grade. General information about the honor code can be found at 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 the student's 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.

Substituting another person's work for the student's own or including another person's work without adequate acknowledgment (whether done intentionally or not) is 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.

**I have zero tolerance for plagiarism, even if it is unintentional.**

**University policies**

**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.
Unit 1: Introduction to political science


Terms
- American politics; comparative politics; international relations; political philosophy;
- methodology; political institutions; political behavior; political development

Readings
- This complete syllabus [8 pages]
- Use the reading load planner and due date calendar to plan your semester
- Doctrine and Covenants 88:74-80 [1 page]
- BYU's mission statement [1 page]
- Aims of a BYU education [7 pages]
- Start reading your textbook
- Read national political news [7 pages]

Wed, Aug 29th, 2012. Why government exists. What is politics? Why can voluntary action produce undesirable results? What are the tradeoffs of governmental involvement?

Terms
- politics; policy; false consensus bias; coordination problem; prisoner's dilemma; chicken;
- collective action problem; free rider problem; tragedy of the commons; transaction costs;
- conformity costs; all terms from textbook

Readings
- Logic, pp 1-26 [26 pages]
- Doctrine and Covenants 134 [3 pages]
- Bednar (2012), "The Powers of Heaven" (or PDF) [4 pages]
- Read national political news [7 pages]

Resources
- Show additional resources

FYI
- I assign Elder Bednar's speech to help you see the difference between "power" and "authority," a distinction that also arises in Logic.


Readings
- Read ahead
- Read national political news [7 pages]

FYI
- Many political science classes are canceled today due to a national political science conference that most faculty attend.
- There are heavy reading loads coming up. Read ahead if you can.

Wed, Sep 5th, 2012. Continued

Readings
- Logic, pp 26-39 [14 pages]
- Olson (1965), excerpts from The Logic of Collective Action [19 pages]
- Read national political news [7 pages]

Resources
- Show additional resources

Unit 2: American political development: Forming a union

Fri, Sep 7th, 2012. 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; all terms from textbook

Readings

- *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 political news [7 pages]

FYI

- Learn more in PlSc 311, "State and Local Politics"
- Learn more in PlSc 322, "Early American Political Thought"

Mon, Sep 10th, 2012

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?

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; all terms from textbook

Readings

- *Logic,* pp 57-86 [30 pages]
- Oaks (1992), *Our divinely inspired Constitution* [8 pages]
- Read national political news [7 pages]

Resources

Show additional resources

FYI

Learn more in PlSc 322, "Early American Political Thought"

Wed, Sep 12th, 2012

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; all terms from textbook

Readings

- *Logic,* ch 3, first half [23 pages]
- Read national political news [7 pages]

Resources

Show additional resources

FYI

- Learn more in PlSc 311, "State and Local Politics"
- Learn more in PlSc 360, "Constitutional Law: American Federal System"

Fri, Sep 14th, 2012

Continued

Readings

- Finish *Logic* ch 3 [22 pages]
- Read national political news [7 pages]

FYI

- There are heavy reading loads coming up. Read ahead if you can.
- Learn more in PlSc 311, "State and Local Politics"
- Learn more in PlSc 360, "Constitutional Law: American Federal System"

Unit 3: American political development: Freedom

Mon, Sep 17th, 2012

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?
Terms
civil rights; civil liberties; procedural equality; substantive equality; 13th amendment; 14th amendment; 15th amendment; Civil Rights Act; Voting Rights Act; Plessy v Ferguson; Brown v Board of Education; segregation; busing; affirmative action; de facto; de jure; all terms from textbook

Readings
• Logic, pp 134-172, 185-6 [40 pages]
• Read national political news [7 pages]

FYI
○ Debate 1 is due online by Fri, Sep 21st.
○ Learn more in PlSc 312, "Japanese-American Internment"
○ Learn more in PlSc 361, "Constitutional Law: Rights and Immunities"

Wed, Sep 19th, 2012
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; all terms from textbook

Readings
• Logic, pp 191-204, 220-230, 233-235 [27 pages]
• Logic, pp 492-495 [4 pages]
• Review the U.S. Constitution and all amendments (Appendix 3 in Logic)
• Read national political news [7 pages]

FYI
Learn more in PlSc 361, "Constitutional Law: Rights and Immunities"

Fri, Sep 21st, 2012
Religious liberty. What was the framers' experience with religious freedom? When can free exercise be limited? When is prayer allowed in public schools?

DUE
Debate 1 (Submit online)

Terms
Toleration Act; establishment clause; free exercise clause; theocracy; de jure establishment; de facto establishment; incidental burden; Main Street Plaza; school prayer; all terms from textbook

Readings
• Logic, pp 214-220 [7 pages]
• Holland (2008), "Lessons from Liberty Jail" [8 pages]
• Doctrine and Covenants 121:1-10 [2 pages]
• Doctrine and Covenants 122 [1 page]
• Doctrine and Covenants 123 [2 pages]
• Doctrine and Covenants 127:1-3 [1 page]
• Doctrine and Covenants 134 [3 pages]
• Read national political news [7 pages]

Resources
Show additional resources

FYI
○ Learn more in PlSc 311, "State and Local Politics"
○ Learn more in PlSc 336, "Government and Religion"
○ Learn more in PlSc 361, "Constitutional Law: Rights and Immunities"

Mon, Sep 24th, 2012
Same-sex marriage. How has same-sex marriage policy evolved over time? Is same-sex attraction genetic? What gay rights has the LDS church endorsed? Do gay rights conflict with religious liberty?

Terms
Policy shock; Full Faith and Credit clause; heritability; King and King; all terms from textbook

Readings
• Review Logic, pp 180-184
• Oaks (2011), "Preserving religious freedom" (or PDF) [15 pages]
• LDS newsroom (2006), Same-gender attraction (or PDF) [12 pages]
• Take a look at the resources section below if this issue is particularly close to your heart.
- Read national political news [7 pages]

**Resources**
- Show additional resources

**FYI**
- Peer reviews for Debate 1 are due online by Wed, Sep 26th.
- Learn more in PlSc 311, "State and Local Politics"

**Wed, Sep 26th, 2012**

**DUE**
- Peer reviews for Debate 1 (Submit online)

**Readings**
- Catch up if needed.
- Read national political news [7 pages]

**FYI**
- We will spend as much time as necessary finishing the previous lecture. I will leave the remaining time available to answer review questions.

**Fri, Sep 28th, 2012**

**DUE**
- Midterm 1. Take it in the testing center on Thursday, September 27th, or Friday, September 28th.

**FYI**
- I cannot predict in advance how hard the test will be. If the testing center tells you that you scored 50% or 60% on the exam, don't assume you failed. If the exam was somehow far harder than I intended, 50% could turn out to be a decent grade.
- If you have questions about whether I curve grades, how you can raise your grade, or the course's overall difficulty level, you may want to look over the syllabus once again. It's all covered there. If you have questions, come ask me.

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**Unit 4: American political institutions: The legislative branch**

**Mon, Oct 1st, 2012**

Introduction to Congress. How can Congress be so unpopular when individual representatives are so popular? How does the structure of Congress influence how we evaluate Congress? Why did the Founders design Congress the way they did?

**Terms**
- Congress as an institution vs most members of Congress vs your member of Congress; tyranny; efficiency; term length; chamber size; all terms from textbook

**Readings**
- Read national political news [7 pages]

**FYI**
- There are heavy reading loads coming up. Read ahead if you can.
- Learn more in PlSc 315, "Congress and the Legislative Process"

**Wed, Oct 3rd, 2012**

Running for Congress. How does the redistricting process work? Why do some people run but others don't? When do the "best" candidates run? What creates the incumbency advantage?

**Terms**
- reapportionment; redistricting; strategic entry; ambition; amateur candidate; professional candidate; incumbent; challenger; open seat; incumbency advantage; all terms from textbook

**Readings**
- *Logic*, pp 248-256 [9 pages]
- *Logic*, pp 506-528 [23 pages]
- Look over *Logic* Appendices 7 (maps) and 8 (partisanship) [4 pages]
- Read national political news [7 pages]

**Resources**
- Show additional resources

**FYI**
- Learn more in PlSc 315, "Congress and the Legislative Process"

Terms
- reelection incentive; advertising; credit claiming; position taking; geographic constituency; reelection constituency; primary constituency; personal constituency (or "intimates"); issue representation (or "substantive representation"); service representation; allocational representation; descriptive representation; delegate; trustee; all terms from textbook

Readings
- Logic, pp 257-283 [27 pages]
- Read national political news [7 pages]

FYI
- Learn more in PlSc 315, "Congress and the Legislative Process"

Mon, Oct 8th, 2012. Legislating. How does a bill become a law? Who is empowered by the legislative process in the House? In the Senate?

Terms
- bill; law; committee; Speaker; conference committee; Rules Committee; open rule; closed rule; modified closed rule; unanimous consent agreement; filibuster; cloture; all terms from textbook

Readings
- Logic, pp 283-303 [21 pages]
- Read national political news [7 pages]

FYI
- Enrichment 1 is due online by Fri, Oct 12th.
- Learn more in PlSc 315, "Congress and the Legislative Process"

Wed, Oct 10th, 2012. State legislatures. What are some of the ways that legislatures vary from state to state? How do legislators compare to members of Congress in terms of education, gender, etc? What are the advantages and disadvantages of professionalism and term limits?

Terms
- legislature; legislator; citizen legislature; professional legislature; salary; staff; session length; term limits

Readings
- Logic, pp 688-691 [4 pages]
- Brown (2011), "Who has the decisive vote in the 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]
- Brown (2011), "Do single member districts hurt Democrats?" [2 pages]
- Chronicle (2011), "How educated are state legislators?" (or PDF) Also play with this map for a while. [7 pages]
- The Economist (2006), "Term limits and democracy" [2 pages]
- Read national political news [7 pages]

FYI
- Learn more in PlSc 311, "State and Local Politics"
- Learn about BYU's best internship: The Utah state legislature internship

Fri, Oct 12th, 2012. Direct democracy. What makes an initiative different from a referendum or recall? What are the steps in qualifying an initiative for the ballot? Why is the initiative used more in some states than in others? What are the pros and cons of direct democracy?

DUE
- Enrichment 1 (Submit online)

Terms
- initiative; indirect initiative; direct initiative; referendum; legislative referendum; popular referendum; recall

Readings
- Donovan and Bowler (2004), Reforming the Republic ch 7 [21 pages]
- Read national political news [7 pages]

FYI
- Learn more in PlSc 311, "State and Local Politics"
Unit 5: American political institutions: The executive branch

Mon, Oct 15th, 2012. The presidency. What do voters, elected officials, and foreign leaders expect of American presidents? How are our expectations of presidents at odds with their formal powers? How do presidents compensate for their limited formal powers? What human weaknesses limit presidents? How has the presidency evolved over time?

Terms
- budget; OMB; veto; veto override; treaty; appointment power; filibuster; negotiation; going public; executive order; signing statement; chief clerk; Andrew Jackson; Theodore Roosevelt; bully pulpit; stewardship theory; Woodrow Wilson; Franklin Delano Roosevelt; all terms from textbook

Readings
- Logic, ch 7, first half [25 pages]
- Washington Post (2012), "Which was the most important US election ever?" (or PDF) [4 pages]
- Strongly encouraged, not required: Learn the presidents song
- Read national political news [7 pages]

Resources
- Show additional resources

FYI
- Learn more in PlSc 314, "The US Presidency"
- Learn more in PlSc 315, "Congress and the Legislative Process"


Readings
- Logic, ch 7, second half [25 pages]
- Read national political news [7 pages]

Fri, Oct 19th, 2012. The executive bureaucracy. What is a bureaucracy, and why do we need one? How is the bureaucracy structured, and what are its powers? Why and how have we increased bureaucratic independence? How do Congress and the president control the bureaucracy?

Terms
- bureaucracy; Executive Office of the President; cabinet department; independent agency; merit system; regulation; implementation; oversight; police patrol; fire alarm; Federal Register; OMB; central clearance; all terms from textbook

Readings
- Logic, ch 8, first half [23 pages]
- Read national political news [7 pages]

FYI
- Debate 2 is due online by Wed, Oct 24th.
- 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"


Readings
- Logic, ch 8, second half [23 pages]
- Read national political news [7 pages]

Unit 6: American political institutions: The judicial branch

Wed, Oct 24th, 2012. The judiciary. What role do courts play in a common law system? How is the federal judiciary structured? How does this structure compare to a typical state court system's structure? Which courts are busiest? Why?
Fri, Oct 26th, 2012, Judicial review. How did federal courts acquire the power to strike down laws? How does the Supreme Court go about deciding whether to hear a case? What procedure does the Supreme Court follow in deciding on the merits of a case? How do Supreme Court justices interpret the Constitution?

Terms
judicial review; Marbury v Madison; decision to decide; rule of four; writ of certiorari; decision on the merits; amicus curiae; majority opinion; dissenting opinion; concurring opinion; originalism; living Constitution; all terms from textbook

Readings
• Logic, ch 9, first half [20 pages]
• Deseret News (2009), "Panel of their peers" [2 pages]
• Thompson (2006), "Hug-a-thug pays off" [2 pages]
• Read national political news [7 pages]

FYI
○ Learn more in PlSc 311, "State and Local Politics"
○ Learn more in PlSc 360, "Constitutional Law: American Federal System"
○ Learn more in PlSc 361, "Constitutional Law: Rights and Immunities"
○ Learn more in PlSc 364, "Jurisprudence"

Mon, Oct 29th, 2012, Catch up and review

DUE
Peer reviews for Debate 2 are due online by Mon, Oct 29th.

Readings
• Catch up if needed.
• Read national political news [7 pages]

FYI
We will spend as much time as necessary finishing the previous lecture. I will leave the remaining time available to answer review questions.

Wed, Oct 31st, 2012, Yay! (No class)

DUE
Midterm 2. Take it in the testing center on Tuesday, October 30th, or Wednesday, October 31st.

FYI
○ I cannot predict in advance how hard the test will be. If the testing center tells you that you scored 50% or 60% on the exam, don't assume you failed. If the exam was somehow far harder than I intended, 50% could turn out to be a decent grade.
○ If you have questions about whether I curve grades, how you can raise your grade, or the course's overall difficulty level, you may want to look over the syllabus once again. It's all covered there. If you have questions, come ask me.
**Fri, Nov 2nd, 2012** Introduction to voting. What are the major candidates and themes of the 2012 presidential campaign? What are some of the personal and stylistic matters that have received attention in recent presidential campaigns? How might information about a candidate's personality help voters?

**Terms**
- substance vs style; always shuck your tamales; Iran hostage crisis; all terms from textbook

**Readings**
- *Logic*, pp 440-458 [19 pages]
- Read national political news [7 pages]

**Resources**
- Show additional resources

**FYI**
- Learn more in PlSc 317, "Public Opinion and Voting Behavior"
- It's time to apply for BYU's best internship: The Utah state legislature internship. The application deadline is Nov 14th. All majors may apply. Ask me for details.

**Mon, Nov 5th, 2012** How voters decide. How informed are voters? How committed are voters to their party? How do voters select a candidate? Does democracy work? Which explanation of vote choice makes the most sense to you?

**Terms**
- Columbia model; sociological model; cross-pressure; opinion leader; minimal effects hypothesis; Downsian model; rational choice model; economic model; calculus of voting; information shortcut; all terms from textbook

**Readings**
- Read national political news [7 pages]

**Resources**
- Show additional resources

**FYI**
- Enrichment 2 is due online by Fri, Nov 16th.
- Learn more in PlSc 317, "Public Opinion and Voting Behavior"
- Learn more in PlSc 318, "Campaigns and Elections"
- Learn more in PlSc 324, "Political Psychology"

**Wed, Nov 7th, 2012** Continued.

**Terms**
- Michigan model; psychological model; funnel analogy; partisanship; perceptual screening (also called "selective perception")

**Readings**
- Read ahead.
- Read national political news [7 pages]

**Fri, Nov 9th, 2012** Low-information rationality. Why do Americans flunk civics quizzes? How might voters glean political information from things they are doing anyway? Do all voters pay attention to the same issues? How do voters use information shortcuts to go beyond their knowledge?

**Terms**
- civic knowledge; by-product theory; issue public; information shortcut; endorsement; triangulation

**Readings**
- Read national political news [7 pages]

**Resources**
- Show additional resources

**FYI**
- Learn more in PlSc 317, "Public Opinion and Voting Behavior"
- Learn more in PlSc 318, "Campaigns and Elections"

**Mon, Nov 12th, 2012** Turnout and mobilization.

**Terms**
- All terms from textbook

**Readings**
- McDonald and Popkin (2001), "The myth of the vanishing voter" [12 pages]
- Read national political news [7 pages]

**Resources**
- Show additional resources
FYI
- Learn more in PlSc 311, "State and Local Politics"
- Learn more in PlSc 317, "Public Opinion and Voting Behavior"
- Learn more in PlSc 318, "Campaigns and Elections"
- Learn more in PlSc 324, "Political Psychology"

Unit 8: American political behavior: Campaigns and elections

Wed, Nov 14th, 2012, Identity politics. Why were voters concerned about JFK's religion? What was his strategy to deal with this concern? Why might voters be concerned about Mormonism? What strategy has Romney used to deal with this concern? What were the effects of sexism and racism in the 2008 election?

Terms
- Kennedy; Romney; Clinton; Obama; Greater Houston Ministerial Association; endorsements; "I can't imagine anything more awful than polygamy"; Bradley effect; all terms from textbook

Readings
- 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" (or PDF) [4 pages]
- Washington Post (Oct 4, 2011), "Poll: Mitt Romney's electability" (or PDF) [1 page]
- CNN (Oct 10, 2011), "Straddling the line between church and politics in 2012 GOP race" (or PDF) [1 page]
- Slate (Oct 10, 2011), "Latter-day sins: Why don't we challenge anti-Morminism?" (or PDF) [2 pages]
- NY Times (Oct 24, 2011), "For Romney, lesson of 2008 is fewer lessons" (or PDF) [4 pages]
- Slate (Dec 5, 2011), "Searching for the Mormon haters" (or PDF) [4 pages]
- Salt Lake Tribune (Dec 29, 2011), "Trib poll: Differences aside, evangelicals see LDS as political allies" (or PDF) [3 pages]
- Read national political news [7 pages]

Resources
- Show additional resources

Fri, Nov 16th, 2012, Media. How did changes in the regulatory and competitive environment change television? How have politicians responded to these changes? How is the LDS Church using the internet to further its missionary efforts? Why do politicians use similar techniques?

DUE
- Enrichment 2 (Submit online)

Terms
- public interest requirement; broadcast television; cable television; soft news; hard news; Google bomb; search engine optimization (SEO); Mormon.org; state blogger corps; all terms from textbook

Readings
- Logic, pp 645-652, 655-670 [23 pages]
- Ballard (2008), "Sharing the gospel using the Internet" [4 pages]
- Perry (2011), "Perfect love casteth out all fear" [4 pages]
- Mormon.org, "Hi, I'm Adam" [1 page]
- Mormon.org, "How to create a profile" [1 page]
- Read national political news [7 pages]
**Mon, Nov 19th, 2012** Advertising. When did mudslinging become a common part of presidential campaigns? How do ads influence turnout, partisanship, and information? Do positive and negative ads have the same effects?

**Terms**
election of 1800; RAS model; receive; accept; sample; bucket analogy; positive ad; negative ad; policy contrast ad; personality ad; all terms from textbook

**Readings**
- Review *Logic*, pp 506-531 (you read most of this already) [26 pages]
- NY Times (Oct 30, 2011), "A new ad race, but the vehicles are retreads" (or PDF) [2 pages]
- Visit and enjoy: [http://livingroomcandidate.org/](http://livingroomcandidate.org/)
- Read national political news [7 pages]

**Tue, Nov 20th, 2012** Post-9/11 politics. How does fear change people's political knowledge and voting behavior?

**Terms**
affective; affective intelligence; mortality salience; charisma; normative; empirical

**Readings**
- 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](https://www.bible.com/bible/111/mat.5.43-47) [1 page]
- Uchtdorf (2010), "Pride and the priesthood" [5 pages]
- Read national political news [7 pages]

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**Unit 9: American political behavior: Political parties and interest groups**

**Mon, Nov 26th, 2012** Nominating candidates. How have presidential nomination procedures evolved over time? What are the various types of primary? Why might an "inevitable" nominee like Howard Dean, Hillary Clinton, or Mitt Romney lose?

**Terms**
King Caucus; nominating convention; primary; 1968 Democratic convention; pledged delegate; superdelegate; open primary; closed primary; semi-closed primary; runoff; volatility; momentum; Howard Dean; John Kerry; Hillary Clinton; Barack Obama; Mitt Romney; all terms from textbook

**Readings**
- Intorcio and Storey (2008), "The Debut of the Top-Two [Runoff] Primary" (types of primary systems used in the US) [2 pages]
- Read national political news [7 pages]
Wed, Nov 28th, 2012. Political parties. Why can there be only two major political parties in the American system? What have the six historical party systems looked like? What caused each realignment? What made the shift from the 5th to the 6th party system different from previous realignments?

Terms: major party; minor party; Duverger's law; majoritarian; proportional; wasted vote; Ralph Nader; election of 2000; six party systems; realignment; William Jennings Bryan; all terms from textbook

Readings:
- *Logic*, pp 532-570 (you have read pp 562-567 already) [33 pages]
- Read national political news [7 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"

Fri, Nov 30th, 2012. Republicans and Democrats. What kind of people tend to vote for each party? What approach does each party take to economic issues, social issues, and foreign policy? What do you like most/least about each party's views? Are Republicans everywhere the same? What about Democrats?

DUE: Debate 3 (Submit online)

Terms: Republican; Democrat; economic issues; social issues; foreign policy; all terms from textbook

Readings:
- *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 political news [7 pages]

Mon, Dec 3rd, 2012. Interest groups. What strategies do interest groups use to influence Congress, the courts, the bureaucracy, and the public? What makes an interest different from an interest group? What barriers make it hard to organize? How do interest groups overcome these barriers? Are interest groups good or bad for representative democracy?

Terms: interest group; insider tactics; outsider tactics; lobbying; grassroots; hard money; soft money; 527; PAC; amicus curiae; collective action problem; selective incentive; purposive incentive; AARP; NRA; all terms from textbook

Readings:
- *Logic*, pp 587-590, 596-600, 606-621 [22 pages]
- Read national political news [7 pages]

FYI:
- Peer reviews for Debate 3 are due online by Wed, Dec 5th.
- Learn more in PlSc 313, "Interest Groups"
Wed, Dec 5th, 2012

What have we learned?

DUE
Peer reviews for Debate 3 (Submit online)

Terms
All terms from textbook

Readings
- *Logic*, pp 672-682, 698-700 [13 pages]
- Noel (2010), "Ten Things Political Scientists Know that You Don't" [16 pages]
- Doctrine and Covenants 88:74-80, 118 [1 page]
- Doctrine and Covenants 93:53 [1 page]
- Read national political news [7 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.

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

Final exam mercy rule: If you're worried about your grade, don't forget the mercy rule described elsewhere in this syllabus.

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