Section 002: 250 SWKT
T/Th 9:35 am - 10:50 am

Professor Christopher F. Karpowitz
Office Location: 850 SWKT
Office Phone: 801-422-2788
Office Hours: Tue 3:00pm-5:00pm or by appointment
Email: ckarpowitz@byu.edu

TEACHING ASSISTANTS

Each student will be assigned to a specific TA for purposes of grading essays, but you may visit any TA with questions about the course. TA assignments will be made after the add/drop deadline. All TA office hours are held in 174 SWKT.

Justin Curtis
Office Hours: Mon 1:00pm-2:00pm
Wed 9:30am-11:00am
Thu 4:30pm-5:30pm
or by appointment
Email: justin.curtis@me.com

Tyler Goodman
Office Hours:
Mon, Wed 11:00am-1:00pm
Tue 12:00pm-1:00pm
or by appointment
Email: tylergoodman321@gmail.com

Kyreene Gibb
Office Hours: Mon, Wed 2:00pm-3:00pm
Tue 1:00pm-2:00pm
or by appointment
Email: kyrene.gibb@byu.edu

Katherine Westmoreland
Office Hours:
Mon 1:00pm-3:00pm
Wed 9:30am-10:30am
or by appointment
Email: kathwestmoreland@gmail.com

COURSE DESCRIPTION

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

One prominent political scientist and law professor recently called the Preamble “the single most important part of the Constitution” because it “announces the point of the entire enterprise.” Whether or not it’s the most important part of the document, the Preamble does invite a host of important questions. Just what is the “point of the entire enterprise”? What, for example, is the role of “the People” in our Constitutional structure? How democratic is – or isn’t – our system of government? And how do we know whether the Constitution has successfully achieved any of the lofty aims “the People” laid out for our nation? Are we closer to the kind of government and society the Framers envisioned in 1787 or farther from it? This semester, we will carefully examine the relationship between citizens and the Constitution in an effort to understand and evaluate political life in the United States.
The primary goal of this course is to provide an introduction to the basic principles of American government as well as to classic and contemporary political science research on American politics. The course is divided into three basic sections. We begin by reviewing some core principles of the Founding, including LDS perspectives on the purpose of government and the nature of the Constitution. We then turn our attention to important institutions of American government, with special attention to whether features of our system that seem less democratic lead to better or worse forms of governance. Finally, we will spend the last 6 weeks of the course focusing to “the people themselves,” asking whether, in their attitudes and behaviors, they measure up to basic standards for a successful democracy.

As we investigate the meaning and purpose of our Constitution as well as the ways in which political scientists study our system of government, I expect that you will learn to think rigorously about our constitutional structure, to ask questions you might not have considered before, and to develop new understandings of the obligations of citizenship. In the process of pursuing these goals, we will also seek to develop habits of work and mind central to higher education generally, including attentive reading, thoughtful questioning, rigorous moral reasoning, and compelling writing. By the end of the semester, you should be practiced in the scholarly skills of critical reflection and persuasive reason-giving, and you should be able to craft an effective, insightful, and perhaps even eloquent college-level argument. I hope you will enrich your study of the American political system with insights from the restored Gospel. Our goal should be, as the scripture says, to diligently “seek learning, even by study and also by faith.”

William Butler Yeats famously wrote that “education is not the filling of a pail, but the lighting of a fire.” My job as your professor, then, is not simply to fill your pail through lectures, just as your job is to do much more than soak up the information given during lectures. This course will be a success if it develops in you the habits of work and mind that are central to college-level thought and argument and that will serve you well long after you have finished my course. I hope you will begin to become a producer of ideas, not just a consumer of them. By adding something new – your unique ideas and perspectives – to the intellectual life of the university, you will become an integral part of the BYU community. The course will be a success not simply because of what has been taught, but because of what you have learned.

Because learning college-level argument can mean abandoning trusted habits and replacing them with new abilities, university education can sometimes be difficult, scary, or frustrating. We are not in the business of rehashing ideas you have already mastered in high school; we are about challenging you to explore a terrain that appears unfamiliar. While this process can be demanding, it can also be exhilarating and extremely rewarding. Remember, too, that we are in this together – I expect our class to be an intellectual community in which we support and respect one another, giving each other constructive feedback and encouragement along the way.

**LEARNING OUTCOMES (COURSE OBJECTIVES)**

1. Analyze current events in American politics using political science concepts.
2. Describe the most important constitutional provisions in American national government and how they have changed over time.
3. Explain the role individuals play in American government and what factors influence their behavior.
4. Assess the functions and interactions of American political institutions.
5. Evaluate how you as an individual can effectively participate in the political process.
6. Think, discuss, write, and otherwise express yourself effectively on topics in American politics.

**Course Information**

**Course Requirements**

**Exams**
In order to assess your attainment of the course objectives (especially objectives 2, 3, 4, and 6) two exams will be administered - a midterm and a final. The midterm will be administered in the Testing Center, and more information about the location and exact time of the final exam will be announced later. The final exam will be cumulative, but will place extra weight on the material covered in the last half of the semester. Failing to take an exam at the scheduled time without my prior permission will result in a zero on that exam. Make-up exams will only be arranged in cases of extreme hardship (e.g. a death in the family) or with an official university excused absence, so please be sure to clear it with me in advance if you are unable to take an exam on the scheduled day. The final exam will be available during final exam period (more information on location will be announced). In accordance with university policy the final exam will only be given at this time. Under no circumstances will I give a final exam early. Please do not ask me to make an exception to this policy, as I am not authorized to do so.

**Writing Assignments**
To help you achieve course objective #6, you are required to complete two short essays throughout the course of the semester. Due dates are listed in the course schedule. Additional details about the assignments will be provided in a separate document. See important information about the Honor Pledge and about plagiarism and academic honesty later in the syllabus.

**Quizzes and Participation**
To help test your completion of basic readings, you will be asked to complete a brief online in advance of each lecture. You can best prepare for these quizzes by doing the assigned reading for that date. The quizzes will be short (about 5 questions). They are intended to be relatively easy if you have completed the reading and relatively more difficult if you have not. I will not give make-up quizzes for any reason. To account for illness and unavoidable or university excused absences, at the end of the semester I will drop your three lowest quiz scores.

Course participation is measured in two ways: your attendance at lecture and your participation in the course's Facebook groups. Both forms of participation will count toward your participation grade.

In a large lecture course such as this, it is difficult for everyone to weigh in on the conversation as much as would be possible if this were a small seminar. To facilitate a discussion of American politics and the concepts from the course, I will use iClickers to find out more about the class members' opinions (and to take attendance at lecture).

In addition, everyone is required to participate via our course Facebook groups. (If you are concerned about participation via Facebook, please see me.) You will be assigned to a
Facebook group of approximately 50-60 other students, and this group will be moderated by the TAs and me. At least once a week, you should post a link to an article or web page about a current issue in American politics and explain how that link highlights course concepts. (It is not sufficient merely to post a link or a link and a question: you must also explain how it relates to ideas we have been discussing in the course.) Alternatively, you might also continue to the discussion by responding to the post of another student. Again, the posts must be substantive - merely repeating what has already been said is not sufficient. At the end of each week (Friday), the TAs will record your participation via Facebook. You can earn one point per week.

Additional opportunities to earn participation points also exist. For example, you can also attend campus events approved by me (such as the Constitution Day Lecture, the forum by George Will, or other such events) and write a brief paragraph about your reaction to the ideas the speaker put forward. Submit those paragraphs to your TA, and that will also count as your participation point for the week. Participation points can also be earned by participating in a large research project that will be described in class.

EVALUATION AND GRADING

The requirements for this course are rigorous but fair. I expect you to come to every class prepared. That means you should complete all reading assignments before class, and you should arrive at class having already made some notes and begun to think critically about what you have read. The reading assignments consist of about 100 pages per week.

Most of your grade will come from essays and exams. The final 10 percent comes from quizzes and participation assignments. Here is the grade breakdown:

- 5% Quizzes
- 5% Participation
- 15% Essay #1
- 20% Essay #2
- 25% Midterm Exam
- 30% Final Exam

In this course, when computing your final course grade, I do not follow a curve or limit the number of students who can receive top marks in any way. If every student in the course produces A-level work, every student in the course can receive an A. My expectations for your work will be high, however.

When grading, I evaluate only the words on the page before me. The effort you put into an essay or exam will most certainly be evident in what you submit. Please note that I expect your work to be free of grammatical, spelling, and formatting errors. (I am happy to explain any technical issues that seem confusing or obscure.) Failure to meet these expectations may result in a lowered final grade.

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.” Having a job can be an important necessity (it was for me as 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.

**DUE DATES FOR KEY ASSIGNMENTS**

Due dates for assignments are **firm and final**. Personal extensions are not fair to other members of the class, including me. For this reason, there will be no personal extensions under any circumstances except documented illness or family emergency.

Because personal extensions are not allowed, **failure to meet assigned due dates will bring serious consequences**. For essay assignments, including drafts and final revisions, your assignment grade will be docked one full letter grade per 24-hour period beginning one minute after the deadline. Exams must be taken on the days indicated in the schedule.

Due dates for key assignments are as follows:

- **Essay #1 Draft**
  Due to Learning Suite and your writing partner **Friday, October 4 by 11:59pm**. For more information, see the Essay Assignment document, which will be distributed via Learning Suite.

- **Essay #1 Final Draft**
  Due to Learning Suite **Friday, October 18 by 11:59pm**. For more information, see the Essay Assignment document.

- **Midterm Exam**
  Opens **Monday, October 28** and closes **Wednesday, October 30** at the Testing Center’s closing time. You are responsible to monitor the Testing Center’s opening and closing times, the length of lines, and all other issues related to completing the exam by the deadline.

- **Essay #2 Draft**
  Due to Learning Suite and your writing partner **Friday, November 22 by 11:59pm**. For more information, see the Essay Assignment document.

- **Essay #2 Final Draft**
  Due to Learning Suite **Friday, December 6 by 11:59pm**. For more information, see the Essay Assignment document.

- **Final Exam**
  Scheduled for Tuesday, December 17 from 7am-10am. More information about specific times and location will be given in class. **Please do not ask to take the final before the final exam period. The university prohibits me from giving the final early.**

**COURSE MATERIALS**

You are required to purchase the following texts:


The Lowi et al and Kollman texts are available in the BYU Bookstore as a package. This package costs $98.65 new or $74.00 used.


The Sides and Vavreck book is hot off the presses. Or rather, still on the presses. It will be available to you at the BYU Bookstore or via Amazon.com in September.

*iClickers*

In addition to the texts listed above, you are also required to purchase an iClicker. During lectures, I will occasionally ask you to respond to questions using your iClicker. Among other benefits, this gives an opportunity to get a sense of class opinion, to check for understanding of specific concepts, and to practice answering application questions. Your attendance at the lecture will be recorded through your iClicker responses to these questions. You must purchase and register your own iClicker. You should never bring someone else’s iClicker to record their attendance in class. Doing so is an example of academic dishonesty and will result in significant penalties for both parties.

**COURSE SCHEDULE**

Additional readings labeled with an asterisk (*) are available in the Course Materials tab on Learning Suite.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Reading and Other Assignments</th>
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<tbody>
<tr>
<td>T - Sep 03</td>
<td>Welcome and Introduction: Political Science and American Government</td>
<td>Lowi et al., Chapter 1</td>
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<td>Doctrine and Covenants 88: 74-80 (available <a href="#">here</a>)</td>
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<td>Doctrine and Covenants 134 (available <a href="#">here</a>)</td>
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<td>Th - Sep 05</td>
<td>Founding Principles: The Declaration of Independence</td>
<td>The Declaration of Independence (Lowi et al, A3)</td>
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<td>The Seneca Falls Declaration of Sentiments (available <a href="#">here</a>)</td>
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<td>Martin Luther King, Jr., “I Have a Dream” (text of the speech available <a href="#">here</a>, video available <a href="#">here</a>)</td>
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<td>T - Sep 10</td>
<td>Founding Principles: The Articles of Confederation and the Problem of Government Weakness</td>
<td>The Articles of Confederation (Lowi et al, A7)</td>
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<td>Lowi et al, Chapter 2, (pp. 22-27)</td>
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<td>University Devotional: President and Sister Samuelson</td>
<td>James Madison, “The Vices of the Political System of the United States” (available <a href="#">here</a>)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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| **Th - Sep 12** | Founding Principles: Factions and the Problem of Size | James Madison, The Federalist #10 (Lowi et al, A34 or Kollman, 51)  
Brutus, The Antifederalist #1 (Kollman, 62)  
**Essay Assignment Distributed via Learning Suite** |
| **T - Sep 17** | Founding Principles: The Constitution of the United States  
**University Devotional:** Elder Lynn G. Robbins  
**Constitution Day Event on Youth Voting (5pm in JFSB B192)** | Lowi et al, Chapter 2 (pp. 27-55)  
The Constitution of the United States of America, including Amendments (Lowi et al, A13)  
James Madison, The Federalist #51 (Lowi et al, A39 or Kollman, 58)  
Robert Dahl, *How Democratic Is the American Constitution?* (Kollman, 71) |
| **Th - Sep 19** | Federalism and the Challenge of Dual Sovereignty | Lowi et al, Chapter 3  
James Madison, The Federalist #39 (Kollman, 77)  
McCulloch v. Maryland and Gibbons v. Ogden (*) |
| **T - Sep 24** | Contemporary Federalism  
**Constitution Day Lecture (Richard Beeman)** | William H. Riker, excerpts from *Federalism: Origin, Operation, Significance* (Kollman, 83)  
Steve Sanders, “Same-Sex Marriage and Federalism” (*)  
Michael S. Greve, “Same-Sex Marriage: Commit It to the States” (*)  
Skim recent Supreme Court rulings on same-sex marriage (U.S. v. Windsor and Hollingsworth v. Perry). A version of the rulings with key sections highlighted is available [here](#) from NPR.org. |
| **Th - Sep 26** | Civil Rights and Civil Liberties: Freedom of Speech and Religion | Lowi et al, Chapter 4 (pp. 84-107)  
Lee v. Weisman (*)  
Wisconsin v. Yoder (*) |
| **T - Oct 01** | Civil Rights and Civil Liberties: Race and Equality | Lowi et al, Chapter 4 (pp. 108-131)  
Plessy v. Ferguson (*)  
Brown v. Board of Education (Kollman, 128) |
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<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tr>
<td>Th - Oct 03</td>
<td>Congress: The First Branch</td>
<td>Lowi et al, Chapter 5</td>
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<td>Edmund Burke, “Speech to the Electors of Bristol” (available <a href="#">here</a>)</td>
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<td>F - Oct 04</td>
<td>Essay #1 Draft Due!</td>
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<td>Be sure to submit your draft of Essay #1 to Learning Suite and to your writing partner.</td>
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<td>T - Oct 08</td>
<td>Congress: The Meaning of Representation</td>
<td>David Mayhew, excerpts from <em>Congress: The Electoral Connection</em> (Kollman, 149)</td>
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<td>Richard F. Fenno, Jr., excerpts from <em>Home Style: House Members in their Districts</em> (Kollman, 162)</td>
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<td>Michele Swers, excerpts from <em>The Difference Women Make: The Policy Impact of Women in Congress</em> (Kollman, 167)</td>
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<td>Th - Oct 10</td>
<td>The Presidency</td>
<td>Lowi et al, Chapter 6</td>
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<td><strong>Deadline for Meeting with Writing Partners to Discuss Essay #1!</strong></td>
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<td>T - Oct 15</td>
<td>The Presidency</td>
<td>Brandice Canes-Wrone, excerpts from <em>Who Leads Whom? Presidents, Policy, and the Public</em> (Kollman, 208)</td>
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<td>Samuel Kernell, excerpts from <em>Going Public: New Strategies of Presidential Leadership</em> (Kollman, 243)</td>
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<td>Th - Oct 17</td>
<td>The Executive Branch and the Bureaucracy</td>
<td>Lowi et al, Chapter 7</td>
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<td>James Q. Wilson, excerpts from <em>Bureaucracy: What Government Agencies Do and Why They Do It</em> (Kollman, 253)</td>
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<td>Mathew D. McCubbins and Thomas Schwartz, “Congressional Oversight Overlooked: Police Patrols versus Fire Alarms” (Kollman, 267)</td>
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<td>F - Oct 18</td>
<td>Essay #1 Final Draft Due!</td>
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<td>Date</td>
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<td>Text/Literature</td>
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<td>T - Oct 22</td>
<td>The Judicial Branch</td>
<td>Lowi et al, Chapter 8</td>
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<td>University Devotional:</td>
<td>University Devotional: George Will</td>
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<td>Alexander Hamilton, The Federalist #78 (available <a href="#">here</a>)</td>
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<td>Marbury v. Madison (Kollman, 294)</td>
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<td>Gerald N. Rosenberg, excerpts from <em>The Hollow Hope: Can Courts Bring about Social Change?</em> (Kollman, 287)</td>
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<td>Th - Oct 24</td>
<td>The Judicial Branch:</td>
<td>Griswold v. Connecticut (*)</td>
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<td>Interpreting the Constitution</td>
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<td>M - Oct 28</td>
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<td><strong>Midterm Exam Opens</strong></td>
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<td>T - Oct 29</td>
<td>No Class - Midterm Exam!</td>
<td><strong>Midterm Exam!</strong></td>
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<td>W - Oct 30</td>
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<td><strong>Midterm Exam Closes!</strong> After you have completed the midterm exam, begin reading John Sides and Lynn Vavreck, <em>The Gamble</em>. This book is a review of the 2012 presidential election and will be very important as you complete your second essay.</td>
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<td>Th - Oct 31</td>
<td>Political Parties</td>
<td>Lowi et al, Chapter 11</td>
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<td>Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes, excerpts from <em>The American Voter</em> (Kollman, 445)</td>
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<td>Skim the 2012 party platforms for the Republican and Democratic parties. (Links to the platforms are available <a href="#">here</a>.) Which party platform better fits your views?</td>
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<td>T - Nov 05</td>
<td>Interest Groups</td>
<td>Lowi et al, Chapter 12</td>
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<td>University Devotional:</td>
<td>University Devotional: Elder Ulisses Soares</td>
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<td>Mancur Olson, Jr., excerpts from <em>The Logic of Collective Action: Public Goods and the Theory of Groups</em> (Kollman, 6)</td>
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<td>Th - Nov 07</td>
<td>Public Opinion</td>
<td>Lowi et al, Chapter 9 (pp. 274-296)</td>
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|            |                                      | Berelson, Lazarsfeld, and McPhee, “Democratic Practice
and Democratic Theory” (*)

By this point, you should have completed the first 4 chapters of The Gamble and be well into Chapter 5.

T - Nov 12  Public Opinion
University Devotional: Shane Reese, Statistics

Arthur Lupia and Mathew D. McCubbins, excerpts from The Democratic Dilemma: Can Citizens Learn What They Need to Know? (Kollman, 327)

John R. Zaller, excerpts from The Nature and Origins of Mass Opinion (Kollman, 340)

Bryan Caplan, excerpts from The Myth of the Rational Voter: Why Democracies Choose Bad Policies (Kollman, 345)

Th - Nov 14  No Class - Essay #2
Writing Group Meetings

Finish reading The Gamble.

T - Nov 19  The Media and the Media Environment
University Forum

Lowi et al, Chapter 9 (pp. 297-309)

Shanto Iyengar, excerpts from Media Politics: A Citizen's Guide (Kollman, 495)

Th - Nov 21  Elections

Lowi et al, Chapter 10

Morris Fiorina, “Theories of Retrospective Voting” (*)

F - Nov 22  Essay #2 Draft Due!

T - Nov 26  Friday Instruction

W - Nov 27  No Classes

Th - Nov 28  Thanksgiving Holiday

T - Dec 03  Elections

University Devotional: Bishop Gerald Causse

Stephen Ansolabehere and James M. Snyder, Jr. excerpts from The End of Inequality: One Person, One Vote and the Transformation of American Politics (Kollman 453)

Nolan McCarty, Keith Poole, and Howard Rosenthal, excerpts from Polarized America: The Dance of Ideology and Unequal Riches (Kollman 474)

Watch Lawrence Lessig's TED talk about “Lesterland” (April 2013) available here on YouTube. (It takes approximately 18 minutes.)
Political Participation in the United States

Steven Rosenstone and John Mark Hansesn, excerpts from *Mobilization, Participation, and Democracy in America* (Kollman 351)

Nancy Burns, Kay Schlozman, and Sidney Verba, excerpts from *The Private Roots of Public Action* (Kollman, 369)

Robert D. Putnam, excerpts from *Bowling Alone: The Collapse and Revival of American Community* (Kollman, 386)

F - Dec 06

Essay #2 Final Draft Due!

T - Dec 10

Political Participation (cont'd)

University Devotional: Scott Ferrin, Educational Leadership

APSA Task Force on Inequality and American Democracy, “American Democracy in an Age of Rising Inequality” (available here)

Watch YouTube about wealth inequality in the United States (available here)

Th - Dec 12

Course Conclusion

F - Dec 13

Exam Preparation Day

T - Dec 17

Final Exam:
250 SWKT
7:00am - 10:00am

**COURSE AND UNIVERSITY POLICIES**

**PARTICIPATION POLICY**

To help you achieve course objective #1, we will apply what we are learning to the news of the day. Regularly following the news about American politics through a major national newspaper will be an important part of writing your essays as well as successfully responding to selected current events and other information via the class’s Facebook group page. Students are therefore required to read a major national newspaper each weekday.

I recommend reading the *New York Times*. Other possible options for excellent daily coverage of American politics include *The Washington Post* and *The Wall Street Journal*. Local newspapers contain valuable information but are not sufficient for the purposes of this class. (To be clear, *The Universe* does not count as a national newspaper either.) You may read the paper on the Internet, for example at [http://www.nytimes.com](http://www.nytimes.com) or [http://www.washingtonpost.com/](http://www.washingtonpost.com/). However, keep in mind that print editions and online
editions are not identical. You will miss important cues without the headline and story placement that you can observe in the actual paper edition. I strongly recommend taking advantage of the discounted rate to subscribe to the *New York Times*. See: [http://nytimes.com/student](http://nytimes.com/student). Alternatively, a limited number of free copies of the *New York Times* are available on campus each morning in the David M. Kennedy Center (Herald R. Clark Building) on campus. A paper is also generally available to read in the political science department office each day (745 SWKT).

**ATTENDANCE POLICY**

In order to succeed in this course, your consistent attendance and regular participation in class discussions is essential. You are responsible for all material presented in lecture. Multiple unexcused absences are grounds for a significantly lower participation grade.

While some portion of each class period will be devoted to lecture, we will also discuss together the topics under consideration. I expect everyone to participate meaningfully in our discussions to the extent possible in the lecture format. If you find that such participation is a special challenge for you, please come see me so we can talk about how you can most effectively join the conversation. In addition, we will use iClickers to check attendance and to ask your opinion about issues under discussion during the class.

**EXTENSIONS**

**All deadlines in this course are firm.** Except in the case of medical or family emergency, I give no individual extensions. If, due to such an emergency, you cannot meet a deadline, please contact me as soon as possible. In the event of a medical emergency, you must produce a note from a doctor or from the Student Health Center (or bring me pictures of your newly born baby). Late written work will be marked down one full letter grade for each day late, beginning one minute after the assignment is due.

**COMMUNICATION**

*My door is always open to you,* and I hope you will feel free to contact me about issues that arise during the course of the semester. I’m happy to meet with you during office hours or by appointment to discuss any aspect of this course. *Just ask or e-mail me, or drop by my office during my regularly scheduled office hours.* Because it is the best way for us to communicate with each other outside of class, all class members are required to maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is accurate. To update your email address, log in to Route Y and select “Update Personal Information.” There you can specify a current email address if you are not using the one assigned to you by BYU, or you can have your BYU email forwarded to the account you plan to use. I will relay important or time-sensitive class announcements via email. I **strongly** encourage you to check your email daily throughout the semester. You are responsible for any information that I pass along via this medium.

**HONOR CODE**

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

WRITING ASSIGNMENTS

Academic honesty is at the heart of academic life and the honor code at this university. We expect that you will live by the university’s academic honesty policy, which you have already signed: BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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. Please know that we or your TAs will likely notice instances of cheating on exams or plagiarizing on papers, in part because all writing assignments in this class must be submitted through Turnitin, which will check for plagiarism. See http://honorcode.byu.edu for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

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 and punctuation 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. It is a violation of academic, ethical, 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 the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

You should be careful to avoid the following examples of plagiarism: (1) Turning in work or portions of work that are identical to work submitted by another student. If two paragraphs of different papers are identical, the professor and the TAs will assume that plagiarism occurred and will treat the incident as a serious violation of the Honor Code. (2) Using work from past semesters as anything other than a guide or supplement. If work is submitted for this semester that follows the format or instructions of a previous semester, we will assume that plagiarism occurred. We encourage you to work with other students and even consult work done in previous semesters. However, the work you turn in must be entirely your own work. Because of the simplicity of “cut and paste,” it is easy to pass off another person's work as your own. It is your responsibility to make sure that your work is entirely your own.
HONOR PLEDGE

As a way of reinforcing the importance of academic honesty, I am adopting a tradition from Princeton University for the essays you turn in this semester. You should write the following pledge at the end of all drafts and revisions, and then sign it (or, if the paper is submitted electronically, print your name, which will count as your signature): “This paper represents my own work in accordance with University regulations.”

RESPECTFUL ENVIRONMENT

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

“Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets.” Vice President John S. Tanner, Annual University Conference, August 24, 2010.

DELIBERATION GUIDELINES

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals’ requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)
DEVOTIONAL ATTENDANCE

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

SEXUAL HARASSMENT

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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

STUDENT DISABILITY

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

WHAT TO DO NEXT

As soon as TA assignments have been announced (after the add/drop deadline), please email your teaching assistant to say that you read the syllabus, and tell him or her something about yourself and about your goals for the semester. Feel free to ask any questions that you may have about the course.