Political Science 110
Summer Term 2012
Section 3: 324 MARB on M W at 12:00 pm - 02:30 pm

Instructor: Matthew Miles
Office Hours: M W 10am-12pm
Email: mrm32@byu.net

Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
</table>
| AMERICAN POLITICS 7E  
By CIGLER, A  
ISBN: 9780618802890 | BYU | $62.75 | $47.10 |
| NEW AMERICAN DEMOCRACY 7E  
By FIORINA, M  
ISBN: 9780205780167 | BYU | $88.95 | $66.75 |
| American Grace: How Religion Divides and Unites Us  
By Robert D. Putnam  
Simon & Schuster (2010-10-05) | Amazon | $12.00 | $7.81 |

Description

This course introduces American government institutions and processes. My goal is not to teach you the basic facts about the structure of American government. Rather, my goal is to help you understand how these influence political processes. Many think that they know a lot about American politics because they know some basic facts about American political institutions and have opinions on current events. In this course I hope to help you think about politics more systematically. The institutions and structures of government influence public opinion, the terms of political debate, and outputs of the government system. In this course, we will focus on the development and interaction of American political institutions (the rules and structure of the political system) and individual political behavior. This brief introductory course will not cover everything, but it will help you become an educated consumer of political information and enable you to think critically about political information.

Prerequisites

There are no prerequisites. This is an introductory course

Grading Policies

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 are heavy during the Summer Term, as we’re trying to cover almost a full week’s worth of work every class session.

Most of your grade will come from essays and exams. The final 20 percent comes from in-class quizzes and a group project. In computing final grades, assignments will be weighted as follows:
15% Quizzes
10% Class Participation
25% Writing Assignments
20% Midterm Exam
30% Final Exam
No late work will be accepted. It is not fair to your peers or to the instructors to ask for extensions of deadlines.

**Quizzes**
There will be a quiz posted on the Learning Suite page that covers the daily readings. There will be a total of 8 quizzes. The quizzes will cover the readings for Monday's lectures. These are to be completed before class begins on Monday. The quiz will be posted as early as Thursday the week before and will close on Mondays at 11:59 pm. The quizzes are open book and will test your knowledge of the readings.

**Class Participation**
Two and a half hours is way too long for me to lecture. I will lecture for approximately one hour, following which we will have a short break. After the break, we will break into groups and engage in learning exercises that require you to apply the material in a variety of contexts. It is imperative that everyone participates and is fully engaged in the learning process. At the end of the term, each student will allocate points to every other student in their group that reflects how well students participated in the learning exercises. I reserve the right to reallocate points as I see fit, but I hope that each of you will be fair in your assessments of each other.

**Writing Assignments**
You will complete a total of 6 writing assignments. These assignments will require you to critically evaluate different arguments that arise in the study of American politics. You should develop an argument and defend that argument with information from the readings. In general, the writing assignments will come from material covered in the Wednesday class meetings and help achieve the following outcomes:
- Analyze current events in American politics using Political Science concepts.
- Assess the functions and interactions of American political institutions.
- Evaluate how you as an individual can effectively participate in the political process.

**Exams**
There will be two exams which will determine 1/2 of your grade. The final exam is not comprehensive and will only cover material from the midterm exam to the end of the term.

**Study Habits**
BYU is selective and you are among some of the best students in the United States. I have no doubt that each of you has the intellectual capacity to earn an A or A- in this course. Few of you will do so, however. If history is any guide, the average grade will be a B-. That average has nothing to do with me. It is the average for all introductory political science courses. It is also a typical average for introductory classes in most departments at BYU. What separates A students from C students is usually effort, not ability. Now that you're at BYU, you are in an environment where everybody has superior ability, so your effort is the main thing that will differentiate you. There's no such thing as being "good" at political science; it comes down to time and study habits. This summer course will cover material quickly, but that does not excuse you from knowing the material as well as your fellow students who take the course during a longer semester. You are taking fewer courses, so you need to use that extra time to master the course material. 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." The catalog defines an A as "excellent," a B as "good," and a C as "satisfactory." If you are an "average" student (i.e. an A student in high school) who is "appropriately prepared" (i.e. you did fine in high school history, government, and econ courses), and you want to meet the basic "expectation" (i.e. a C), then plan to satisfy the "expectation for undergraduate courses," that is, three hours per week per credit hour. If you want to "achieve excellence" (an A), remember that "much more time may be required."

The law of the harvest is particularly relevant when deciding how much effort to put into this course relative to other important life goals. You may have demands that also limit your time and ability to focus on this course material. If you choose to spend less time and effort preparing for this course than your peers, you should expect to get a lower grade. Few people are talented enough to achieve their goals without significant effort and sacrifice. Take this opportunity to give your best effort, even if it requires a little bit of stretching.

Even if you spend 40 hours per week on this course, you might still do poorly if you do not use that time well. I am happy to discuss study strategies with you.

These general strategies benefit most students:
1) Study in a place where you can concentrate without distractions. The library is wonderful. Multitasking is not.
2) Turn off your laptop's wifi and turn off your phone during class so you can pay attention. Multitasking does not work.

3) If all the bells and whistles on your laptop distract you during lecture, consider taking your notes the old-fashioned way (pen and paper) rather than typing your notes.

4) You must do all assigned readings AND come to every class. Some lectures overlap with the textbook, but many do not. Many questions on your exams will come only from the readings, and others will come only from lecture.

5) Have a smart reading strategy. Before completing an assigned reading, skim through the introduction, headings, boldfaced terms, tables, figures, info boxes, and conclusion. Then read the whole thing through. When you’re done, skim through all those key elements one more time.

6) Stay current. I cover far too much material for you to cram it all the night before the exam.

7) Use the textbook website frequently. It has flashcards, practice quizzes, and other good study resources.

Learning Outcomes

- **Politics, International Relations and Political Philosophy**
  Analyze current events in American politics using Political Science concepts.

- **Political Process, Theory, and Thought**
  Describe the most important constitutional provisions in American national government and how they have changed over time.

- **Politics, International Relations, and Political Philosophy**
  Explain the role individuals play in American government and what factors influence their behavior.

- **Political Process, Theory, and Thought**
  Assess the functions and interactions of American political institutions.

- **Participation in the Political Process**
  Evaluate how you as an individual can effectively participate in the political process.

- **Faith and Political Analysis**
  be able to articulate principles of faith in political analysis

Grading Scale

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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<td>E</td>
<td>59 and lower</td>
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Course Schedule

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>W - Jun 20</td>
<td><strong>Writing Assignment 1 Due</strong> Federalism, Separation of Powers, Hamilton vs Madison</td>
<td>NAD Chapter 3 Cigler and Loomis 1.3-2.4</td>
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<tr>
<td>M - Jun 25</td>
<td>Public Opinion</td>
<td>NAD Chapter 5 Cigler and Loomis Chapter 4</td>
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<td>W - Jun 27</td>
<td><strong>Writing Assignment 2 Due</strong> Individual Participation</td>
<td>NAD Chapter 6 Cigler and Loomis Chapter 5 Putnam and Campbell Chapter 1 &amp;15</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>M - Jul 2</td>
<td>Interest Groups</td>
<td>NAD Chapter 7</td>
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<tr>
<td>W - Jul 4</td>
<td>Writing Assignment 3 Due (In my box by</td>
<td>Cigler and Loomis Chapter 9</td>
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<td>Thursday 5pm) Independence Day Holiday</td>
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<tr>
<td>M - Jul 9</td>
<td>Political Parties</td>
<td>NAD Chapter 8</td>
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<tr>
<td>W - Jul 11</td>
<td>Writing Assignment 4 Due</td>
<td>Cigler and Loomis Chapter 6</td>
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<td>The Media</td>
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<td>M - Jul 16</td>
<td>Midterm Exam</td>
<td>NAD Chapter 9</td>
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<tr>
<td>W - Jul 18</td>
<td>Writing Assignment 5 Due</td>
<td>Cigler and Loomis Chapter 8</td>
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<td>M - Jul 23</td>
<td>Elections</td>
<td>NAD Chapter 10-11</td>
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<td>W - Jul 25</td>
<td>Political Parties</td>
<td>Cigler and Loomis Chapter 7</td>
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<td>M - Jul 30</td>
<td>The Congress</td>
<td>NAD Chapter 12</td>
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<td>W - Aug 1</td>
<td>Writing Assignment 6 Due</td>
<td>Cigler and Loomis Chapter 11</td>
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<td>M - Aug 6</td>
<td>The Congress</td>
<td>NAD Chapter 13</td>
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<td></td>
<td>Civil Liberties and Civil Rights</td>
<td>Cigler and Loomis Chapter 12</td>
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**BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. 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.

**Preventing Sexual Discrimination and 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. 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 Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities**

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 Services for Students with Disabilities Office (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 SSD 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.
Academic Honesty Policy

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

Plagiarism Policy

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.

Respectful Environment Policy

"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

Devotional and Forum Attendance Policy

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. As Elder Dallin H. Oaks stated, 'You neglect your education and fail to use a unique resource of this university if you miss a single one' (from the address 'Challenges for the Year Ahead', 6 September, 1973). Your attendance at each forum and devotional is strongly encouraged.

TA Information

Name: Taylor Bambas
Email: taylorbambas@gmail.com

E-reserve Information

http://www.lib.byu.edu/reserve.html