**Syllabus**

*Pl Sc 397 (Winter 2014)*

**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: December 16th, 2013

Office location: 772 SWKT

Office hours: Stop by any time except the hour before class.

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**What's the point of this course?**

The U.S. Congress employs over 11,500 staffers, most of whom work for a specific member of Congress. On average, each U.S. Senator has around 34 personal staffers and each U.S. Representative has around 14 ([learn more](#)). Likewise, in most states each legislator has at least a few staffers working for him or her.
Utah is the exception. Members of the Utah legislature have no personal staff. There is some shared staff, of course; for example, each legislative committee has a couple shared staffers that help legislators draft and analyze bills. But individual Utah legislators do not have any personal staff.

As a result, Utah's legislators rely heavily on their interns for assistance and advice. Congressional interns often work for a Representative's junior staffer, but legislative interns here in Utah work directly with their legislators. You will have much more meaningful experiences working with your Utah legislator than you would have working in a large Congressional office. But to succeed, you will need to be as useful to your legislator as an office full of personal staff.

My task is to prepare you as well as possible for that role so that you can be as successful as BYU interns have been in the past. Toward that end, we will cover several topics:

- Utah's political history, culture, and geography
- Utah's political system (powers of governor, courts, legislature)
- How legislators represent constituents
- How legislators make laws (committees, floor procedures)
- What motivates legislators
- Utah's fiscal policy and budget process
- Policies likely to receive attention from the legislature this year
- Names and faces of important legislators

Along the way, I hope you will make an effort to acquaint yourselves with one another. To be successful, you will need to work together throughout your internships.

**Broader learning outcomes**

The political science department has established specific learning outcomes to ensure that all our graduates grow spiritually and intellectually. This particular course emphasizes these learning outcomes:

- "Possess a factual and theoretical knowledge of ... political processes." We may discuss less theory than is typical for an upper-division political science course, but your factual knowledge will go through the roof.
- "Participate effectively in political processes." You will learn how constituents and lobbyists interact with elected officials to craft policy.
- "Effective and professional writing." You will practice several forms of professional writing in this preparation course, including memos, reports, constituent emails, and so on.
- "Want to serve the communities ... to which [you] belong." Few experiences at BYU provide you with a richer opportunity to serve your fellow citizens than this internship.

**How much credit do student receive?**

You will receive 2.0 credits for this class, PISC 397, held during the first three weeks of January. PISC 397 will be graded as rigorously as other political science courses; it is not a free "A" merely for participating. You receive 2.0 credits because you do two-thirds as much work as in a 3.0 credit class, not because the work is easier.

You will receive 3.0 or 6.0 credits for the actual internship and related coursework as part of **PISC 399r**.
Everything listed in this syllabus contributes to your PISC 397 grade. Everything listed in the PISC 399r syllabus, including your actual performance in the internship, contributes to your PISC 399r grade. The PISC 399r syllabus is available online. Please review it now and take note of all deadlines. Reading the PISC 399r syllabus carefully will also help you decide whether to enroll in 3.0 or 6.0 credit hours; you cannot change after the add/drop deadline passes, so think it through now.

Do not enroll in any other winter semester class unless it will not require any work until after the legislative session ends in March. In the past, some interns have tried to take classes at the Salt Lake Center even while serving in the legislature. That is not acceptable; shirking your duties in this way will have serious consequences for your 399r grade. You may also be fired from the internship by legislative staff.

If you wish to complete more credit hours this winter, you have a few options. Sometimes online or independent study courses can work. The most convenient option is to enroll in PISC 330 or PISC 360. The department offers these second-block courses specifically for returning legislative interns, meaning that these classes don't get fully underway until after the internship ends. Of course, you are not required to enroll in anything other than PISC 397 and PISC 399r if you don't want to.

What is the workload?

This is a 2 credit class, so we will do roughly two-thirds as much work as in a typical (3 credit) political science class. However, we will do that work in a little less than three weeks, so it will feel very intense.

The university catalog defines an A as "excellent," B as "good," C as "satisfactory," and so on (see here). Elsewhere, the catalog contains this interesting policy:

"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."

Think that through for a moment. A regular semester has 14 weeks, so a two-credit course would involve 84 hours of work over the course of the semester. We will do all that work in 10 days or so. If you are an "average student" who wants an average grade, plan to spend roughly 8 hours on this class every day. In our department, "average" means B.

If you want to achieve "excellence," the university's definition of an A, then "much more time may be required."

Punchline: Yes, this is a two-credit course, but you will still need to work hard if you wish to receive an excellent grade. Students who treat this class as an easy A are often disappointed in their final grade.

Grades, assignments, and policies

45% Skills assignments
55% Final exam
Attendance and participation are required. This course's unique purpose requires your active participation. There are likely to be last-minute changes to our schedule, so keep your schedule flexible.

Each missed lecture will result in a 5% penalty to your final grade unless it is excused and made up. If you are sick or have an unavoidable conflict, ask me (promptly) to excuse the absence. If I do, I will allow you to make up the lecture by following the instructions below.

Makeup assignments. If I excuse your absence, you may do a makeup assignment to waive the 5% penalty. Here's what you do: Get a copy of the lecture notes from one or two people (ideally two). Write up a 1–2 page summary in your own words. That's part 1. Now, download the lecture slides from the course website. The last two slides will contain a list of review questions and a list of terms. Answer each review question in your own words. Define each term in your own words. That's part 2. For part 3, make a list of any questions that you have. Submit this makeup assignment in person to my office so that we can discuss your questions. This make-up assignment (including the meeting with me) is due within 72 hours (excluding weekends and holidays) of the missed class. Please make an appointment by email to ensure that you do not miss the 72 hour deadline. Late penalties are described elsewhere in this syllabus.

Skills assignments. During your internship, you will respond to constituent emails, track bill progress, summarize committee hearings that your legislator cannot attend, analyze constituent surveys, write talking points, and discuss the state budget. Our daily skills assignments will provide you an opportunity to develop these skills. I will give further instructions in class.

Final exam. Comprehensive. Multiple choice. In addition to questions about readings and lectures, expect questions about the skills assignments, individual legislators (study your flashcards), Utah geography (study your other flashcards), and political news.

Late assignments: Assignments due on a day that we meet are due at the beginning of class; if they are turned in later that day (or if you come late to class) but before 4:45pm, there is a 5% penalty. Assignments due on a day that we do not meet are due by 4:45pm to the drop box near the 7th floor SWKT elevators. One weekday late is a 10% penalty; two weekdays late is a 25% penalty; later is unacceptable. Papers must be turned in hard copy, not by email, unless otherwise indicated in the assignment instructions. If something legitimate (serious illness, car accident) makes your assignment late, contact me as soon as possible to work things out.

What books do we need?

Most readings come from free online resources, although you might need to be on campus to access some URLs. You also need these materials:

- **Required:** *Utah Politics Under the Dome: Representation and the Utah Legislature.* Abbreviated in the reading list as UPUD.
  - Buy it from [Amazon](https://www.amazon.com/) for $8.99 Order early enough to allow for shipping time.
  - Rely on this book heavily when completing skills assignments and when preparing for the final exam. Flip to the "study aids" section at the end of the book for key words and review exercises.
  - Buy it [online](https://www.amazon.com/) for around $10 plus shipping or find it in the BYU library. Written by legislative staff. Contains several organizational charts, procedural details, and legalistic details that may come in handy during the internship. It's inexpensive enough that you really should pick up a copy.
**Required:** The news. Stay abreast of developments in Utah politics; you will not succeed in your internship if you do not stay current. Questions about current events WILL appear on your exam.

- Required: Subscribe to the Salt Lake Tribune’s daily "political cornflakes" news summary. You can subscribe by email, put it in your RSS reader, or just visit the Tribune's "Out of Context" blog each day. I strongly recommend you sign up for the email version. Visit [Out of Context](http://www.sltrib.com) for details.
- You can also consider the [Utah Policy Daily](http://www.utahpolicydaily.com) news digest. Some legislators prefer this one. I find the Tribune's version more thorough, though.

**Required:** *The Case for Representative Democracy: What Americans Should Know about their Legislatures*, published in 2001 by the National Conference of State Legislatures.

- It's free. [Download it here](http://www.nationalconfidence.org/).

**Required:** [Legislator flashcards](http://www.nationalconfidence.org/).

- To help you learn the names and faces of key legislators, I have created some flashcards. [Access them here](http://www.nationalconfidence.org/).

**Required:** [Map flashcards](http://www.nationalconfidence.org/).

- To help you learn a little Utah geography, I have arranged for some additional online flashcards. You will learn the names of all 29 counties in Utah. You will also learn the names and locations of a couple dozen cities around Utah.
- If you prefer a hard-copy handout instead of online flashcards, you can [print out this packet](http://www.nationalconfidence.org/).

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**Preventing sexual harassment**

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

**Definition.** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when

- Submission to the conduct is made a term or condition of an individual's employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

**Examples.** Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct
**Appropriate response.** Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator (i.e. either me or Scott Dunaway) and your experience provider (Nathan Brady, the legislature's internship coordinator). They will take appropriate action to address and correct the behavior. You may also contact the university's Equal Opportunity Manager directly or use the 24-hour hotline:

- BYU Equal Opportunity Manager, Sue DeMartini
  Telephone: (801) 422-5895
  Email: sue_demartini@byu.edu
- 24-hour hotline: 1 (888) 238-1062
  http://www.ethicspoint.com

I take these issues very seriously. So does BYU. You may read more about sexual harassment [here](#).

**Plagiarism**

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 as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at [http://honorcode.byu.edu](http://honorcode.byu.edu). Details about Academic Honesty are found at [http://saas.byu.edu/catalog/2013-2014ucat/GenerAllInfo/AcademicHonesty.php](http://saas.byu.edu/catalog/2013-2014ucat/GenerAllInfo/AcademicHonesty.php)

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*.

**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 (801-422-2767). 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 and assignment schedule

Dates are highly likely to change, so come to class and check your email so that you will hear about any announcements I make. You can also view the reading schedule in calendar format.

Unit 1: Utah's Political Context

Mon, Jan 6th, 2014, Utah's political history and culture. What are Utah's cultural regions? What does party competition in Utah look like?

Terms

- Cache Valley; Ogden; Salt Lake Valley; Utah Valley; Central Utah; Dixie; Uintah Basin; West Desert; Monument Valley; Wasatch Front; factions in Utah (Patrick Henry Caucus, Cowboy Caucus, Conservative Caucus etc); legislature vs Congress

Readings

- How the internship works
- UPUD, chapters 14-15 [29 pages]
- Read the PISC 399r syllabus and all assignment instructions [10 pages]
- Utah State Legislature LRGC, Internship program overview [3 pages]
- The Senate Site (2010), LEG 101: The basics [11 pages]
- Utah's political history and culture
- UPUD, Introduction and chapter 1 [17 pages]
- Video (Feb 2010): The Patrick Henry Caucus's manifesto [3:47]
- The 2013 legislative session - Looking back
- Salt Lake Tribune (2013), Utah lawmakers wrap up subdued session (or PDF) [2 pages]
- Daily Herald (2013), Quiet legislative session wraps up at Utah Capitol (or PDF) [3 pages]
- Salt Lake Tribune (2013) on public lands policy: Public lands legislation puts federal control in cross hairs (or PDF) [1 page]
- Salt Lake Tribune (2013) on environment policy: No haste on haze: Hill slow to air smog issues (or PDF) [1 page]
• Salt Lake Tribune (2013) on education policy: "Utah schools get funding boost while controversial bills die" (or PDF) [2 pages]
• Salt Lake Tribune (2013) on gun policy: "Capitol opposes firearm controls" (or PDF) [2 pages]
• Hansen and Patterson (2013), "What do Utahns think of gun control?" [2 pages]
• Salt Lake Tribune (2013) on health care policy: "Medicaid and insurance mandates rule Utah Legislature's health policy front" (or PDF) [2 pages]
• Daily Herald (2013) on health care policy: "Lawmakers want Medicaid expansion studies public" (or PDF) [1 page]
• Salt Lake Tribune (2013) on transportation policy: "Transportation bills give, or take, freedom on the road" (or PDF) [1 page]
• Deseret News (2013) on prison relocation: "Privatizing Utah prison system an option as relocation bill passes" (or PDF) [1 page]
• Every day: Follow Utah political news (SLT, DN) [15 pages]

Resources Show additional resources

FYI
○ Work on Senate leader flashcards (practice)
○ Start memorizing map of Utah counties (practice)
○ I expect you to master both sets of flashcards for the final exam. All legislators are fair game for the final, although the exam will give the greatest emphasis to leaders and committee chairs.

Tue, Jan 7th, 2014. Utah's political system. Is Utah federal? How powerful is Utah's governor? How are citizen legislatures different from professional legislatures? How does direct democracy work in Utah?

DUE Legislative website (skills assignment; instructions)

Terms Federal; unitary; plural executive; appointment power; veto; item veto; GOPB; agenda-setting power; persuasive power; session; general session; standing committee; appropriations subcommittee; LFA; LRGC; LAG; citizen legislature; professional legislature; direct democracy; initiative (direct vs indirect); referendum (popular vs legislative)

Readings 71 pages
• UPUD, Chapters 2-6 and 16 [50 pages]
• Brown (2012), "No, Utah will not have 80% turnout" [1 page]
• Brown (2011), "Redistricting backgrounders: What have we learned?" [5 pages]
• Every day: Follow Utah political news (SLT, DN) [15 pages]

Resources Show additional resources

FYI
○ Work on House leader flashcards (practice)
○ Memorize map of Utah counties (practice)

Unit 2: What Utah Legislators Do

Wed, Jan 8th, 2014. Making laws. How does a bill become law in the House and in the Senate? Why do we have rules of procedure?

DUE Bill status and talking points (skills assignment; instructions)
Terms
1st reading calendar; 2nd reading calendar; 3rd reading calendar; consent calendar; concurrence calendar; time certain calendar; previous question; rules of procedures; Mason's manual; drafting attorney; fiscal note; committee actions (amend, substitute, hold, table, report favorably)

Readings
- UPUD, Chapters 7-10 [37 pages]
- Handout: Parliamentary motions (or PDF) (Utah's motions are similar, but not exactly like this) [2 pages]
- Skim the Utah Legislature's rules. After scanning the table of contents, choose at least 5 joint rules, 10 Senate rules, and 10 House rules to read about in detail. [10 pages]
- NCSL (2001), The Case for Representative Democracy, ch 5-6 [10 pages]
- Brown (2013), 'Recap: Looking back at the 2013 Utah Legislature' Most of these trends made it into UPUD, but follow the links for the most recent info. [10 pages]
- Every day: Follow Utah political news (SLT, DN) [15 pages]

Resources
Show additional resources

FYI
- Work on House standing committee chair flashcards (practice)
- Start memorizing the map of major Utah cities (practice)

Thu, Jan 9th, 2014, LRGC training in capitol. (This is just a placeholder; legislative staff have not informed me of the actual date yet.)

DUE
Bring identification to Capitol

Readings
- UPUD, review chapters 7, 14-15, and Appendix 1 [41 pages]
- Utah capitol parking information
- Work on flashcards
- Every day: Follow Utah political news (SLT, DN) [15 pages]

FYI
- Staff ask that you arrive by (TBD). I expect you there 15 minutes early. Meet in room W30 (that's in the basement of the west building). Plan to stay most of the day. Lunch will be provided. Bring an additional snack if you're worried about it.
- Dress professionally. You will have a photo taken.
- You MUST complete your hiring paperwork prior to this training. You should have done this online weeks ago, using a username and password provided by legislative staff. Talk to me pronto if you do not remember doing this.
- Bring appropriate identification for hiring purposes. You need one document that establishes identity (such as a driver's license, state-issued identification card, or U.S. military identification); you need another document that establishes eligibility to work (such as a Social Security card, certified birth certificate, or other proof of citizenship). Bring a U.S. passport if you have one, since that single document will establish both identity and citizenship. For a list of acceptable hiring documents, search Google for I-9 acceptable documents.
- If you miss this training, you will receive double the usual penalty for missing class. Tardiness will also receive a penalty. As you gain experience driving to the capitol and finding parking your commute will shorten, but for this first trip, plan at least 75 minutes from BYU to the capitol by car. (That's AFTER you pick up your carpool.)
- Don't use State St to get to the Capitol unless you really like red lights; use 300 W, then head up 300 N. (If it's snowy or icy, stay off 300 N; use N Temple to State instead.) Use visitor parking east of the capitol.
Fri, Jan 10th, 2014. Representing constituents. What is representation? How do legislators see their constituency? How do legislators communicate with constituents and estimate district opinion?

**DUE** Responding to constituents (skills assignment; instructions)

**Terms** Geographic constituency; reelection constituency; primary constituency; personal constituency (intimates); issue representation; service representation; allocational representation; descriptive representation; delegate vs trustee

**Readings**
- UPUD, Chapter 11 [14 pages]
- Utah Legislature, "How can I be heard and make a difference in Utah?" (or PDF) [1 page]
- **Every day:** Follow Utah political news (SLT, DN) [15 pages]

**Resources** Show additional resources

**FYI**
- Work on Senate standing committee chair flashcards (practice)
- Finish memorizing the map of major Utah cities (practice)
- If you know which legislator you will be working for, then there are deadlines coming up in PiSc 399r. Check that syllabus for details. (Even if you don't know who you're working for yet, now would be a good time to review the instructions for assignments A through C in the 399r syllabus.)

Mon, Jan 13th, 2014. What legislators want. What behaviors does the reelection incentive lead to? Do these behaviors show that our Constitutional structure is flawed?

**DUE** Constituent survey 1 (skills assignment; instructions)

**Terms** hierarchy of needs; reelection incentive; power within the House; median voter theorem; advertising; credit claiming; position taking; protectionist phase; expansionist phase

**Readings**
- UPUD, Chapters 12 and 17-18 [39 pages]
- **Every day:** Follow Utah political news (SLT, DN) [15 pages]

**Resources** Show additional resources

**FYI**
- Work on Senate appropriations subcommittee chair flashcards (practice)
- Memorize all maps (practice)

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**Unit 3: Utah Policy Areas**

Tue, Jan 14th, 2014. Budgeting and fiscal policy. How does Utah's tax burden compare to other states? Where does Utah get its money? What can we expect in FY 2015?

**Terms**
- General sales tax; selective sales tax; sin tax; property tax; income tax (individual vs corporate); progressive vs regressive taxation; flat tax; General Fund; Uniform School Fund; Rainy Day Fund; fiscal year; FY 2014; FY 2015

**Readings**
- UPUD, Chapter 13 [8 pages]
- GOPB, *The Budget Process* [1 page]
- Office of the Legislative Fiscal Analyst, *The LFA Guide to Bills, Budgets, and Fiscal*
Notes (or PDF), especially pages 7-11, 27-34 [36 pages]
• FY 2015 (July 1, 2014, through June 30, 2015)
  • Read Governor Herbert's FY 2015 budget summary [1 page]
  • Read the cover letter and pages 1-7 and 39-57 of Governor Herbert's FY 2015 budget recommendation book. Skim the tables in pages 8-38 and try figuring out how to read them [25 pages]
  • Salt Lake Tribune (Dec 2013), "Utah gov seeks money for education, prisons, air quality (or PDF) [2 pages]
  • You will find more information about the governor's budget and the budgeting process generally here. If you will work for an appropriations chair, review this information carefully.
• FY 2014 (July 1, 2013, through June 30, 2014)
  • Read the cover letter and apges 1-6 of Governor Herbert's FY 2014 budget recommendation book [7 pages]
  • Salt Lake Tribune (Dec 2012), "Guv's budget gives more for Utah education, especially science" (or PDF) [2 pages]
  • Salt Lake Tribune (March 2013), "Budget: Focus was on education, social safety net" (or PDF) [2 pages]
  • Every day: Follow Utah political news (SLT, DN) [15 pages]

Resources
Show additional resources

FYI
• Work on House appropriations subcommittee chair flashcards (practice)
• Memorize all maps (practice)
• Read as many news clippings as you can find about the budget situation; the articles linked above are minimal suggestions.

FYI Details to be announced later.

DUE Constituent survey 2 (skills assignment; instructions)
Readings 49 pages
• UPUD, Read conclusion and skim appendices [10 pages]
• UPUD: You've read it all but take time to review it, especially chapters 14-16.
• Read the PISC399r syllabus and all assignment instructions so you can ask questions today [10 pages]
• Read the PISC315 syllabus if you're planning to take that when you return
• 2014 general session: Overview
  • Salt Lake Tribune (2013), "Count My Vote launches effort for direct Utah primaries" (or PDF) (This is an initiative petition, not a Legislative bill, but people will be talking about it.) [2 pages]
  • Salt Lake Tribune (2013), "Swallow resigns, proclaiming innocence" (or PDF) [3 pages]
  • Salt Lake Tribune (2013), "Utah A.G. John Swallow leapt before he was pushed" (or PDF) [2 pages]
  • Bernick (2013), "Legislative Process Committee sputters down the stretch" (or PDF) [4 pages]
  • Osmond (2013), "Next steps in choice and accountability in public education (or PDF) [3 pages]
• (More readings forthcoming)
• **Every day:** Follow Utah political news (SLT, DN) [15 pages]

**Resources**  
Show additional resources

**FYI**  
- By now, you should know all the legislator and map flashcards. Remember, any legislator might appear on your final, but you will see more leaders/chairs than backbenchers on the exam; make sure you know their names especially well.
- Study all legislator flashcards (practice)
- Memorize all maps (practice)
- If you want to see the news articles I assigned for this lecture last year, check the "resources" section. Since issues tend to recur year after year, this may be time well spent.

**Fri, Jan 17th, 2014,** Guest speakers.

**FYI**  
Details forthcoming.

**Tue, Jan 21st, 2014,** Final exam

**DUE**  
Final exam

**FYI**  
- The final exam will be in the testing center on Tuesday and Wednesday. Please take it as early as possible, since your legislator may ask you to start working before the session starts.
- The exam will emphasize legislator flashcards (especially leaders and chairs), map flashcards, the textbook (UPUD), and lectures.
- When reviewing the textbook, check the study aids section at the end. When reviewing readings and lectures, use the last two slides from each lecture as your study guide.
- If you haven't already done assignments A-C for PlSc 399r, then they're probably past due (unless you still don't know who you are working for). Check the PlSc 399r syllabus for details.

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**Unit 4: The legislative session**

**Mon, Jan 27th, 2014,** First day of session. Be there bright and early.