

American National Government

Professor Ethan Busby
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Office: 231-C Brackett Hall
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POSC 1010, Fall 2019
T, Th 8:00am-9:15am
Classroom: Earle Hall 100
TA: Vincent Guerrero, vleongu@g.clemson.edu

Course Description

Pundits, politicians, and the public often debate the proper role, original foundation, and growing influence of American government. In this course, we study these topics directly. We cover American government from its pre-revolutionary beginnings to the present day, considering the formal and informal institutions that shape (and are shaped by) politics in the United States. We will also cover the role of the mass public and elites, both in terms of citizens' attitudes, elite influence, and political participation. Students will be encouraged to identify the role of social and political power in each of the class's major topics and will develop key skills crucial to understanding and interacting with the realm of politics. We will pay special attention on how to engage diverse viewpoints in American politics and the ways in which individual citizens participate in politics.

Course objectives

Through this course, students will:

1. Analyze the basic structure of the American government, identifying power relationships in American society.
2. Engage and evaluate a diverse set of views about politics in America.
3. Develop their ability to write and think critically about politics and political science.
4. Learn how to participate in politics in concrete ways. Students will engage in **one** of those activities during the course.

All of the assignments and activities are geared toward helping you achieve these objectives.

Course texts (available from the University Bookstore)

There is one required textbook for the course, which you can purchase at the University Bookstore, Amazon.com, or the book seller of your choice.

Abernathy, Scott E. 2020. *American Government: Stories of a Nation, The Essentials*, 2nd edition. Thousand Oaks, CA: CQ Press. ISBN: 9781544327617. Referred to as Abernathy.

As described in the assignments section below, you will also be asked to complete a book assignment about one of three books. You can choose any of the following books and should NOT purchase all three books; please come to class before purchasing your chosen book.

1. Dahl, Robert A. 2003. *How Democratic is the American Constitution?* 2nd edition, New Haven, CT: Yale University Press. ISBN: 9780300095241
2. Houry, Rana B. 2016. *As Ohio Goes: Life in the Post-Recession Nation*, Kent, Ohio: Kent State University Press. ISBN: 9781606352809
3. Rice, Condoleezza. 2017. *Democracy: Stories from the Long Road to Freedom*, New York: Hachette Book Group. ISBN: 9781455540174

Any other readings will be posted on Canvas.

Classes, Assignments, and Grades

Grades will be determined from the following assessments (each of which is explained below):

Assignment	Due date	Percentage of final grade
Quizzes	Various	1 each (5 total)
<i>Book assignment</i>		(20 total)
Book selection	9/5 at 11:59pm	-
Book review	10/3 at 11:59pm	5
Peer-review	11/2 in class	-
Book paper	11/26 at 11:59pm	15
Midterm	10/10 at 9:15am	25
<i>Political participation activity</i>		(15 total)
Ideas	9/19 at 11:59pm	1
Reflection	11/5 at 11:59pm	14
Final	12/13, 7-9:30pm	30
Participation	-	5

The letter grade distribution for the course is as follows:

A	B	C	D	F
89.5-100	79.5-89.49	69.5-79.49	59.5-69.49	<59.5

Additional details on each assignment can be found on Canvas. The following sections are meant to give you the basic details of each.

Quizzes

Six times throughout the semester, we will have unannounced reading quizzes. These will consist of three multiple choice questions, connected directly to the reading material for class that day. You will complete these quizzes through Canvas at the start of class – we will discuss the logistics of how to do this during the first day of class. Each quiz is worth 1% of your overall grade; your quiz with the lowest score will be dropped.

There are two purposes of these assignments. The first is to encourage you to prepare for class and engage with the class readings – this will improve your class participation and help you avoid trying to read all the material right before the test. The second is to give you examples of what kinds of multiple-choice questions will be asked on the tests; accordingly, each quiz will be available to you after class to help you study for tests.

Quizzes cannot be made up, except in extreme and university-approved circumstances. Save in rare circumstances, missing a quiz will result in a zero.

Book assignment

The textbook readings for this course are very general and do not allow you to dig deeply into any particular topic. The book assignment, on the other hand, asks you to read and process one of three focused books much more thoroughly. This assignment is a multi-step process, culminating in a paper where you describe and take a position on the main argument in the book you selected. The parts of the assignment are as follows:

Part I: Book selection:

First, you are to choose which of the three books you would like to read for this project. This choice is entirely up to you – no book is better, worse, easier, or harder. If you choose to read the book by Rice, you will be required to read only the prologue, introduction, chapter 1, your choice of on chapter from 2-7, chapter 9, chapter 10, epilogue, and 2016. For the Dahl and Khoury books, please read the book in its entirety.

You should submit your choice on the assignment on Canvas by 11:59pm on September 5th. This is an ungraded assignment but failing to submit a choice will cause you to receive a 10% penalty on the book review and book paper components.

Part II: Book Review:

The second element of this assignment is to write an 800-word (+ or – 50 words) book review. You should base your book reviews on the examples provided on Canvas, although yours may be shorter. Your book review should focus on summarizing the main arguments of the paper and demonstrating that you have done more than just skim the first few pages.

The purpose of the book review is to help you read and think about your book early on in the semester. Additionally, it can provide material for you to use in writing the larger book paper, which will also require you to summarize the main argument of the book.

This book review is due by 11:59pm on October 3rd. You will be given one of three possible grades for the book review – check minus, check, and check plus. Check minus means that you have not completed the assignment well, either because you did not summarize the book clearly, turned in an assignment too short or too long (outside of 750-850 words), or did not demonstrate that you done more than skim the book. Check minus corresponds with a 60% on the response. Check signifies that you completed the assignment well and according to my instructions and will be given a score of 100%. Check plus indicates that you went above and beyond, with a particularly detailed or insightful summary; you will be given 105%. The book review is worth 5 percent of your overall grade in the course.

Part III: Rough draft peer review:

You will be required to participate in a peer review of another student's book paper. We will conduct this in class on Thursday, November 7th. As such, you must bring a printed copy of a rough draft of your paper with you to class. If you do not attend this class meeting or do not bring a rough draft, you will receive a 10 percent deduction on your final book paper

You will be assigned to work with someone who is reading the same book as you to make this process more efficient. Your rough draft need not be a polished document, but it should contain at least the following things:

- An updated version of the summary from your book review
- A summary of the position you are taking on the book – do you agree, disagree, or a little of both?
- A list of evidence from the book you read that supports your position
- References to two other credible sources (class readings, outside sources, newspapers, etc.) that support your position

The more developed your rough draft is, the more feedback you can get on it. You should push yourself to do more than just outline a few bullet points – putting in this work early will help you succeed on the final paper.

To get credit for the peer review process, you will be asked type two or three sentences on Canvas about how the peer review in class did or did not help you with your paper.

Part IV: Final book paper

The final component of this project is the book paper itself. This should be a fully-fleshed out, polished version of the rough draft from part III. In the paper, you need to:

- Summarize the argument of the book with enough detail to demonstrate you read and thought about the book
- Take a position on if you agree or disagree with the book's main argument
- Provide evidence from in and outside of the book that supports your views. For full credit, you will need to reference material from throughout the book along with two other credible sources (class readings, newspapers, academic research articles, etc.) that support your point of view.
- Your paper should be between 1,600 and 2,000 words. If your paper is shorter than 1550 words or longer than 2,050 words, you will receive a 5% deduction from your grade for the paper.

In writing this paper you should feel free to (and probably ought to) draw from the previous parts of the book assignment. While you should not simply put the book summary and rough draft into one unorganized document, you can rely on parts of the paper you write for the book summary and rough draft.

You may find the university's writing center to be helpful (more information available here: <https://www.clemson.edu/centers-institutes/writing/index.html>). If you attend an appointment with the writing center, you will receive 1 extra credit point (making your maximum 16 out of 15) if you provide documentation of this appointment. This need not be anything more complex than forwarding me an email, providing a written statement from the writing tutor, etc.

I am also happy to give you feedback on your book papers. You must send them to me by class on November 19th if you would like my comments. You can send me complete drafts or sections that you would like me to look over.

This paper is worth 15 percent of your grade for the class and is due through Canvas by 11:59pm on November 26th. You will lose ten percentage points for every day that this assignment is late – for example, if you turn it in after 11:59pm on the due date, you will lose 10 percent. If you turn it in after 11:59pm on the following day, you will lose 20 percent. This penalty will be applied on weekends as well as weekdays. The paper must be turned in no more than seven days from the original due date.

Political participation activity

One important part of this course is engaging with actual politics. To help you to do this outside of our class room, I ask you to complete a two-part assignment. The political participation activity focuses on informing you about different kinds of political participation and requiring you to engage in at least one of those activities.

Part I: Ideas

For the first part of this assignment you should describe, in no more than two paragraphs, four different ways to participate in politics. Rather than a formal writing assignment, this is a way for you to share your ideas with me about ways to participate politically. These can take any form – you might discuss voting in a local election, writing a letter to your Senator, attending a townhall meeting, signing a petition, donating \$1 to a presidential campaign, and anything else you can think of. As you will be asked to do one of these four things for the second part of this assignment, you should focus on actions you could actually do within the context of this class. You will receive full credit if you turn in a statement that discuss four ways of participating – turning in this part of the assignment is worth 1% of your grade. This part of the assignment cannot be turned in late and is due at 11:59pm on September 19th.

Part II: Reflection

For the reflection, you should turn in two things – evidence of what you did (a screenshot of a tan online petition, an “I voted” sticker, a copy of your letter to a politician, etc.) and your reflection on that experience. This reflection should consider the importance of what you have done, how it relates to themes in the class, and what it has taught you about the American national government. You should turn in these reflections and evidence through Canvas – these can take any form, including a series of written paragraphs, a video recording, a long social media post, or a conversation with me during office hours. If you would like your reflection activity to take a form other than the ones list here, please confirm with me that the format you have selected is feasible. The key thing is that you think about and reflect on what you did – again, the emphasis here is on the reflection itself rather than a long, formally written document.

Whatever you do for your reflection activity must contain substantial discussion of what you did and how you have thought about it. You will be graded on how deeply you engaged in your activity and how well your reflection answers the following questions:

- What made you choose this way participating in politics?
- What was challenging about this experience? Who might find it difficult to do what you did?
- How did your attitudes change as engaged in this activity?
- How does your experience relate to the topics we have been discussing in class?

This reflection is worth 14 percent of your grade for the class and is due through Canvas by 11:59pm on November 5th. You will lose ten percentage points for every day that this assignment is late – for example, if you turn it in after 11:59pm on the due date, you will lose 10 percent. If you turn it in after 11:59pm on the following day, you will lose 20 percent. This penalty will be applied on weekends as well as weekdays.

Midterm

The midterm will be completed in class on Thursday, October 10th and is worth 25 percent of your final grade. It will cover all of the material from class up to that point.

The format of the midterm will be a set of multiple choice items, definition questions, and a series of short answer open-ended questions (2-3 paragraphs). You will have 75 minutes to complete the exam and will complete it on paper I provide to you or through Canvas lockdown on your own laptop. If you have concerns the format of the test, please contact me about it as early as possible in the semester.

Final exam

The final exam will be held on Friday, December 13th from 7-9:30pm. The exam will be held in our normal classroom at that time. It is worth 30 percent of your overall grade and is cumulative. The material on the exam will be distributed about 60-40 in favor of the material after the midterm.

The format of the final will be similar to the midterm, except that it will be approximately twice as long. You will be asked to complete a short group of multiple choice items, term/definition questions, a series of short answer open-ended questions (2-3 paragraphs), and one longer, essay response (5-7 paragraphs). You will again be able to complete the exam either on paper or through Canvas Lockdown – whatever you prefer. If you have concerns the format of the test, please contact me about it as early as possible in the semester.

Participation

Engaging in class discussions, asking questions, and otherwise participating are critical components of learning in this course. As a result, part of your grade is determined by your participation. This participation can take many forms – including (but not limited to) asking questions in class, answering questions, coming on time, not leaving early, staying engaged with the class discussion, speaking with me during office hours, and participating in class activities. Repeatedly failing to come to class will adversely affect your participation grade (and your ability to succeed on the various class assignments). If you miss more than two class periods, you will begin to lose points on your participation grade.

As part of our class meetings, I may call on you to answer questions about the readings and topics for that day. If you have not prepared enough for that class period and cannot provide an answer, you will begin to lose participation points. Note that an answer can be an informed question about some element of the reading/material/question that you do not yet understand. If you have concerns about this policy, please meet with me at the start of the semester, and we will find a way to make it work for you.

Prior to the midterm on October 10th, I will email you a brief statement about your participation which will indicate what grade you are likely to receive if you continue participating as you have been to that point. This will also include a more general note about your performance to that point in the course. We can speak at that point if you have any concerns.

To help me evaluate your participation, I will take attendance throughout the class. At times this will involve a sign-in sheet, and at other times, I will take roll on my own. You are responsible for attending class regardless of which method I use.

Your feedback

Your feedback is invaluable to the class as a way to evaluate the assignments and activates I use in class. As such, I will email three feedback surveys to you throughout the course. You are not obligated to complete these but doing so will help me adjust my teaching in the course to benefit you and other students in the class. All three will be complete anonymous.

Excused absences

Any student missing an exam or a due date must provide documentation to schedule a make-up or turn in a late paper/assignment. You must contact me within one week of the exam or due date to schedule a make-up option and present documentation.

In the case of emergencies, please contact me as soon as safely possible.

General Course Policies

Late policy and grade appeals

The grading of each assignment lays out the way late or incomplete work will be handled. In general, you will lose ten percent of your grade for an assignment each day is late, and late work must be turned in no more than 7 days after the original due date – unless specified otherwise in the description of that assignment. If you would like to appeal an assigned grade, *you must submit a written statement to me explaining why the grade should be changed (within two class periods of receiving the grade).*

Rescheduling Exams

Only in the rarest of circumstances will I consider giving you an exam on an alternative date or time. Examples of such circumstances include emergencies in one's immediately family, university excused absences, and having more than two schedules on the same day during final exams (per the university's polices, as explained [here](#)). Examples of circumstances where I will not consider giving you an alternative exam time are: personal travel plans, sleeping in, and coursework in other classes. You must contact me at least one week prior to the exam (in the case of final exams, one week before the last class meeting) about these issues, and preferably at the start of the semester. If I agree to give you the exam at an alternative date, I reserve the right to give you an alternative version of the exam to protect the fairness of the exam for all students in the class. In the case of unexpected emergencies, please let me know about your situation as soon as is safe.

If you ask me to reschedule an exam for you but I decide not to, you must complete the exam at the normal time or you will receive a score of 0% on that test.

Contact and office hours:

The best way to reach me is by email – please contact me at ecbusby@clermson.edu. If you email me and do not hear from me within 3 business days, please follow-up (in person or by email again). In general, if you contact me outside of normal working hours (M-F, between 8am and 6pm), I may not respond until the next business day. You can still email me outside of this window, but my response will be delayed. Additionally, please put “POSC 3430” in the subject line of your email so that I prioritize your messages.

It is critical that you check Canvas and your email to succeed in this course. I will send out reminders and announcements through Canvas and to your university email address. If you

choose not to check your email and/or Canvas you are taking the risk of missing critical course information.

The easiest way to meet with me in person is to drop by my office during my office hours. You can stop by at any time; however, outside of office hours, there's a good chance I will not be available to me with you. Feel free to email me in advance if you need to meet with me outside of my office hours and would like to set up an appointment. Office hours are an opportunity for you to do any or all of the following: get help on course material you find difficult, review material for exams, ask questions about upcoming assignments, discuss connections between our course and other classes you are taking, get advice about being a successful student, discuss what graduate school is like, and get other help that you need.

Note taking

Cell phones and laptop computers may only be used for note-taking and various in-class activities. Misuse of technology in class will adversely affect your participation grade; I may also ask you to put it away or leave class if it disrupts our class meeting or other students. For some class discussions, I will ask you to put away your computer; should you choose not to participate in these activities, you will lose participation points.

Classroom environment

At times, we may cover topics and have conversations that challenge your viewpoints or provoke intense discussion. I expect everyone to be respectful of others' views, *especially when those views challenge their own*. My goal is to create an environment where all students feel safe sharing their views and, in turn, feel respected by other students and myself. You should feel free to present viewpoints that differ from my own and to ask challenging questions of the material presented in class.

Courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, holding personal conversations during class, disrespecting another member of our community, or using hurtful language will not be tolerated. I reserve the right to ask students to leave the classroom and take further action if disruptive behavior persists, in particular if a verbal warning is ineffective at eliminating the behavior or if a single incident is particularly egregious.

If, at any point, you feel that I have failed to create this type of environment or have not been respectful of your views, I ask that you please inform me as soon as you can so that I can address the issue appropriately. If you feel that this would not be appropriate, please speak with the department chair (Professor Peake - jpeake@clermson.edu) about your concerns. Additionally, if you have any concerns about the topics planned for the course, I would ask you to speak with me as far in advance as possible.

Policy on Absent Instructor

If I have not arrived by 8:15am, you are free to leave without penalty. I will send an email with as much advanced notice as possible if I need to cancel class.

Class Cancellations:

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting otherwise instructed by me. Any assignments due at the time of a

class cancellation due to inclement weather will be due at the next class meeting unless otherwise instructed by me. Any extension or postponement of assignments or exams must be granted by me via email or Canvas within 24 hours of the weather-related cancellation. *Note that this policy does not apply to assignments or exams that are to be submitted via Canvas. Any changes to deadlines on Canvas submissions will be announced on Canvas.*

Academic Continuity Plan for this course: Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes in, class will be conducted in a virtual (online) format. The University issues official disruption notifications through email /internet /text notification/Social Media.

When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- <http://www.clemson.edu/canvas/>
- You can also use the Canvas Student App.

Our activities for teaching and learning will occur through our Canvas course. This includes online discussions, online reflection activities, and videos posted by me. More details for specific activities will be available when necessary.

As indicated in the course schedule, August 29, 2019 is e-Learning Day, a real-time test of the Academic Continuity Plan. That day, our class will be conducted entirely online. Please see the pages on Canvas under Assignments and Discussions for what is expected of you for this day.

Academic Integrity, Cheating and Plagiarism:

The university has a detailed Academic Integrity policy, which includes the following:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

Every student is capable of succeeding in this course without resorting to plagiarism or cheating. All work you submit must be your own work – that is, of your own construction; any materials that come from other sources should be appropriately referenced or cited. You should not submit work performed by another student as your own. You should also not submit work from previous courses as though it were an original creation for this class. Any questions should be directed to me early on in the term.

Any student found guilty of academic dishonesty in this course will be penalized per the academic integrity policies on campus.

Copyright:

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Please refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information: <http://www.clemson.edu/library/>

Academic Access Letters:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

If your Academic Access Letter provides you with accommodated testing, you are responsible for scheduling the Test Proctoring Center at least one week in advance of your exam. Detailed information on this policy and on how to schedule the Test Proctoring Center can be found here: <https://www.clemson.edu/academics/studentaccess/test-center.html> .

Title IX:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

Date	Class Topics and Readings	Assignments
August 22 nd	<p><i>Course introduction</i> Read the course syllabus, class schedule, and table of contents for the Abernathy textbook.</p>	Complete pre-class survey online (link here)
August 27 th	<p><i>American political culture and pre-Constitution history</i></p> <ol style="list-style-type: none"> Abernathy, chapter 1 Doherty, Carroll. 2018. “Key findings on Americans’ views of the U.S. political system and democracy”. <i>Pew Research Center</i> 	
August 29 th	<p>e-Learning day – no in-classroom instruction</p> <ol style="list-style-type: none"> Khan Academy. “The social contract Foundations of American democracy”. https://youtu.be/fI1t0dY5zoc ; “Democratic ideals of US government” https://youtu.be/QbuKqvFrjt8 Read Appendices 1, 2, and 3 Horton, James Oliver. 2007. “Race and the American Constitution: A Struggle toward National Ideals”. https://www.gilderlehrman.org/history-now/race-and-american-constitution-struggle-toward-national-ideals University of Chicago Law School. “Tom Ginsburg, ‘The Influence of the U.S. Constitution on Other Countries’” https://youtu.be/RDYwDDp3wME ; University of Chicago Law School. “Tom Ginsburg, ‘Constitutional Oddities’” https://youtu.be/RDYwDDp3wME ; University of Chicago Research. “Tom Ginsburg: Are Constitutions Hot Commodities?” https://youtu.be/1GulB6CCxfw 	Complete assignment and discussion activity on Canvas
September 3 rd	<p><i>The Constitution</i></p> <ol style="list-style-type: none"> Abernathy, chapter 2 “Beard’s ‘An Economic Interpretation of the Constitution’ in 5 Minutes” https://www.youtube.com/watch?v=111heyStP9A&t=14s 	

September 5 th	<p><i>Federalism</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 3 2. “Federalism in the United States” https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-relationship-between-the-states-and-the-federal-government/v/federalism-in-the-united-states <p>In addition, read simulation description on Canvas. You will have the last 15 minutes of class to coordinate with your groups for the simulation on Sept. 10th.</p>	Book assignment: Book selection due by 11:59pm
September 10 th	<p><i>Simulation day</i></p> <ol style="list-style-type: none"> 1. Read simulation description and role assignments on Canvas 	
September 12 th	<p><i>Civil Liberties</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 4 	
September 17 th	<p><i>Civil Liberties</i></p> <ol style="list-style-type: none"> 1. Bill of Rights, Abernathy 455-459 2. Read the following issues areas from the ACLU’s website about civil liberties (https://www.aclu.org/know-your-rights): Stopped by police, Students’ rights, and Protesters’ rights 3. Claassen and Gibson 2018, “This map shows where more Americans are willing to support free speech” <i>Monkey Cage, Washington Post</i>. https://www.washingtonpost.com/news/monkey-cage/wp/2018/02/13/does-free-speech-help-democracy-we-did-the-research/?utm_term=.a2b0a19c444b 	
September 19 th	<p><i>Civil Rights</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 5 	Political participation activity: Ideas due at 11:59pm

September 24 th	<p><i>Civil Rights</i></p> <ol style="list-style-type: none"> 1. Read the following issues areas from the ACLU’s website about civil liberties (https://www.aclu.org/know-your-rights): Sex discrimination, Race, Ethnicity, or National Origin-Based Discrimination, and Disability rights 2. Taylor, Alan. 2014. “1964: Civil Rights Battles”. <i>The Atlantic</i>. https://www.theatlantic.com/photo/2014/05/1964-civil-rights-battles/100744/ 3. Rehm, Diana. 2012. “Civil Rights in America Today”. <i>Diane Rehm Show</i>. https://dianerehm.org/shows/2012-01-12/civil-rights-america-today 4. Hannah-Jones, Nikole. 2019. “Our founding ideals of liberty and equality were false when they were written. Black Americans fought to make them true. Without this struggle, America would have no democracy at all” <i>1619 Project, New York Times Magazine</i>. 	
September 26 th	<p><i>Political Participation</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 6 2. Regan, Michael D. 2016. “Why is voter turnout so low in the U.S.?” <i>PBS News Hour</i>. https://www.pbs.org/newshour/politics/voter-turnout-united-states 3. Laloggia, John. 2018. “Conservative Republicans are least supportive of making it easy for everyone to vote.” <i>Pew Research Center</i>. https://www.pewresearch.org/fact-tank/2018/10/31/conservative-republicans-are-least-supportive-of-making-it-easy-for-everyone-to-vote/ 	
October 1 st	<p><i>Public Opinion</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 7 	
October 3 rd	<p><i>Public opinion</i></p> <ol style="list-style-type: none"> 1. Kennedy, Courtney. 2017. “How can a survey of 1,000 people tell you what the whole U.S. thinks?” <i>Pew Research Center</i>. http://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/ 2. Kennedy, Courtney. 2018. “Can we still trust polls?” <i>Pew Research Center</i>. http://www.pewresearch.org/fact-tank/2018/05/14/can-we-still-trust-polls/ 	Book assignment: Book review due by 11:59pm

	<ol style="list-style-type: none"> 3. Morning Edition. 2003. "Does Public Opinion Matter?" National Public Radio. http://www.npr.org/templates/story/story.php?storyId=932958 4. The Daily Show with Jon Stewart. 2014. http://www.cc.com/video-clips/kj9zai/the-daily-show-with-jon-stewart-martin-gilens---benjamin-page 5. Matthews, Dylan. 2016. "Remember that study saying America is an oligarchy? 3 rebuttals say it's wrong." <i>Vox</i>. https://www.vox.com/2016/5/9/11502464/gilens-page-oligarchy-study 	
October 8 th	<p><i>The Media and Politics</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 8 2. Pew Research Center. 2018. "Partisans Remain Sharply Divided in Their Attitudes About the News Media" READ ONLY SECTION 1 	
October 10 th	MIDTERM EXAM	
October 15 th	FALL BREAK – NO CLASS	
October 17 th	<p>Discussion of course so far and review; No readings.</p> <p>Consider these questions:</p> <ul style="list-style-type: none"> • Consider how the midterm went for you • What topics would you like to review? • What feedback do you have on the course so far? 	
October 22 nd	<p><i>Political Parties</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 9 2. Appendix 4, <i>Federalist No. 10</i> 	
October 24 th	<p>Last day to drop or withdraw without a W grade</p> <p><i>Campaigns</i></p>	

	<ol style="list-style-type: none"> 1. Abernathy, chapter 10 2. Evers-Hillstrom and Emma Dumain. 2019. “Jaime Harrison builds small-donor army in US Senate bid against SC’s Lindsey Graham”. <i>Center for Responsive Politics</i>. https://www.opensecrets.org/news/2019/07/jaime-harrison-builds-small-donors-against-scs-lindsey-graham/ 	
October 29 th	<p><i>Interest groups</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 11 2. Khan Academy. 2017. “Interest groups and lobbying”. https://www.youtube.com/watch?v=-rr81Uf10pc 	
October 31 st	<p><i>Congress</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 12 	
November 5 th	<p><i>Congress</i></p> <ol style="list-style-type: none"> 1. CNN. 2018. “With fewer vets in office, Congress cedes war powers.” <i>CNN</i>. https://www.cnn.com/videos/tv/2018/04/14/with-fewer-vets-in-office-congress-cedes-war-powers-to-president.cnn. 2. Harbridge-Yong, Laurel. 2018. “The Case Against Term Limits” <i>NBC News</i>. https://www.nbcnews.com/think/video/laurel-harbridge-yong-the-case-against-term-limits-1132783683508 3. MSNBC. “Record-breaking wins by female candidates in 2018 inspiring more to run” <i>MSNBC News</i>. https://www.msnbc.com/craig-melvin/watch/record-breaking-wins-by-female-candidates-in-2018-inspiring-more-to-run-1450561091954 4. Khan Academy, “Representatives as delegates, trustees, and politicians”, https://youtu.be/j54aGQStW6I 	Political participation activity: reflection due at 11:59pm
November 7 th	Peer-review day	

November 12 th	<p><i>The Presidency</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 13 	
November 14 th	<p><i>The Presidency</i></p> <ol style="list-style-type: none"> 1. Look through the election maps from the American Presidency Project: https://www.presidency.ucsb.edu/statistics/elections/2016 2. Woolhouse, Megan. 2019. “Moms in Chief Explores the Pitfalls Women in Politics Face” <i>BU Today</i>. https://www.bu.edu/articles/2019/moms-in-chief-explores-the-pitfalls-women-in-politics-face 3. Siegel, Robert and Jessica Cheung. 2017. “Comic Hero: Why Donald Trump's Candid Rhetoric Resonates With Supporters” <i>National Public Radio</i>. https://www.npr.org/2017/01/19/510628831/comic-hero-why-donald-trumps-candid-rhetoric-resonates-with-supporters (listen to the audio clip) 4. Hilton, Adam. 2019. “Can Bill Weld unseat Trump? Let’s look at the history of challenges to incumbent presidents.” <i>Monkey Cage, Washington Post</i>. https://www.washingtonpost.com/politics/2019/04/27/can-bill-weld-unseat-trump-lets-look-history-challenges-incumbent-presidents/?utm_term=.88fcc92deab1 5. PBS News Hour. 2019. “Is expanding presidential power inherently bad for democracy?” <i>Public Broadcasting Service</i>. https://www.pbs.org/newshour/show/is-expanding-presidential-power-inherently-bad-for-democracy. Feb. 18. 	
November 19 th	<p><i>The Bureaucracy</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 14 2. CrashCourse. 2015. “Types of Bureaucracies”. https://www.youtube.com/watch?v=tIvUo3bP4Eo 3. Rein, Lisa and Andrew Ba Tran. 2017. “How the Trump era is changing the federal bureaucracy”. <i>Washington Post</i>. https://www.washingtonpost.com/politics/how-the-trump-era-is-changing-the-federal-bureaucracy/2017/12/30/8d5149c6-daa7-11e7-b859-fb0995360725_story.html?utm_term=.f4d178e5fba 	

November 21 st	<p><i>The Judiciary</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 15 2. Driscoll, Amanda and Michael J. Nelson. 2019. “These two arguments make Americans less opposed to court packing”. <i>Monkey Cage, Washington Post</i>. https://www.washingtonpost.com/politics/2019/03/27/should-democrats-try-add-more-justices-supreme-court/?utm_term=.07401e3595d3 3. Brian Barry, “How Judges Judge” https://youtu.be/v5_K1UD2G5k 	
November 26 th	THANKSGIVING – NO CLASS	Book assignment: Book paper due by 11:59pm
November 28 th	THANKSGIVING – NO CLASS	
December 3 rd	<p><i>What could be changed about American government?</i></p> <ol style="list-style-type: none"> 1. Consider three things you wish were different about American government and politics. Brainstorm ways to address each of those things. 2. GovTrack.us. 2017. “Should we have democracy? This political science professor argues no.” https://govtrackinsider.com/should-we-have-democracy-this-political-science-professor-argues-no-b6433a7d544b 3. Heer, Jeet. 2017. “Why American Democracy Is Broken, and How to Fix It”. <i>The New Republic</i>, https://newrepublic.com/article/144089/american-democracy-broken-fix 4. Issue One. 2019. “Returning Government to the American People.” https://www.issueone.org/returning-government-american-people/ 5. Dubner, Stephen J. “Ten Ideas to Make Politics Less Rotten”. <i>Freakonomics Radio</i>. http://freakonomics.com/podcast/idea-must-die-election-edition/ 	
December 5 th	<i>Review</i>	Complete the survey about what you

		would like to review (link here)
December 13 th	FINAL EXAM, 7-9:30PM	