

Political Science 210: Principles of American Politics

Fall 2020

DR. ETHAN BUSBY

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Office hours: Tuesday 12-1pm
Thursday 11am to 12pm
Or by appointment

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Course meeting time:

T, Th 8:00am-9:15am (sec. 001)

T, Th 9:30am to 10:45am (sec. 002)

Note that this class will be taught online synchronously through Zoom; in other words, we will have online lectures and class activities at the listed course meeting times. Links to the online Zoom class meetings will be posted on Learning Suite.

Office hours will also be held through Zoom – a link to the Zoom meeting for each day of office hours will be posted on Learning Suite.

Course Description

Pundits, politicians, and the public often debate the proper role, original foundation, and growing influence of American government. In this course, we will consider how political science understands these topics and approaches the study of American politics. We will examine American politics 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.

This class is intended for political science majors or those who are considering the major. As such, while we will cover many of the same ideas as a more general course (such as POLI 110), we will dig more deeply into these themes and focus more on the methods, theories, and research of political science.

Course purpose

At the end of this course, students will learn to see American politics through a scientific lens and develop the tools to engage with the discipline of political science.

Course objectives

1. Students will be able to describe the basic features of politics in the United States
2. Students will be able to compare different theoretical and methodological approaches of studying American politics
3. Students will develop their ability to write and think critically about politics and political science.
4. Students will learn to use political science to explain real world politics

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

Course texts

There is one required textbook for the course, which you can purchase at the BYU Store, Amazon.com, or the book seller of your choice. You can purchase a hard copy of this book or an electronic version – either will be fine for our purposes.

Abernathy, Scott E. 2019. *American Government: Stories of a Nation, The Essentials*, 2nd edition. Thousand Oaks, CA: CQ Press. ISBN: 9781544327617.

The Abernathy textbook serves to provide you with a foundation for the deeper discussions we will have in class; I have chosen this book because it is relatively brief and is written in an accessible way. We will spend only a part of each class period reviewing the textbook readings; far more time will be spent discussing the other readings and a deeper analysis of the basic ideas from Abernathy.

Other readings will be posted on Learning Suite. Please note that, with very few exceptions, you will be required to read a chapter from Abernathy and other readings for each class meeting. This is to accomplish one of the main purposes of this class – to provide political science majors with a deeper understanding of American politics and political science than other, more introductory classes. And while I am here to help you understand the topics you are reading and we are discussing, you will need to devote a significant amount of time to reading this material.

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	2 each (10 total)
“Dig deeper” short papers (x2)	10/08; 11/12	7.5 each (15 total)
Midterm	10/20	25
“Using political science” paper		(37 total)
Idea	9/22	2
Sources	11/3	3
Rough Draft	11/24	5
Final paper	12/10	27
Final exam, reflective essay	12/12; 12/17	5
Class engagement	-	8

The letter grade distribution for the course is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93.00-100	90.00-92.99	87.00-89.99	83.00-86.99	80.00-82.99	77.00-79.99	73.00-76.99	70.00-72.99	67.00-69.99	63.00-66.99	60.00-62.99	<=59.99

I do not curve or limit the number of students who can receive each of the letter grades above. Please note that I do not round up in giving final grades – you must, for example, receive a 93.00 or higher to get an A. Anything lower than a 93 (e.g., 92.99) would receive an A-.

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 reading quizzes. These will be posted the day before class; you can complete them through Learning Suite at any point before class. You will only have five minutes to complete the quiz, which will consist of four multiple choice questions, connected directly to the reading material for class that day. Each quiz is worth 2% of your overall grade; your quiz with the lowest score will be dropped.

These quizzes have two main purposes. 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 get the most out of our class readings. The second is to help you master the material you need to know to complete the final paper; 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.

“Dig Deeper” papers

Twice during the semester, you will be asked complete a paper where you go deeper into a topic we discussed in class. Each of these is worth 7.5 percent of your grade; the first is due on 10/08 and the second on 11/12. Both must be turned in no later than 11:59pm on the due date.

The purpose of these papers is to learn to explore political science research on a topic that interests you and learn to apply political science to the world of politics. Additionally, these papers will help you develop your ability to write about political science and prepare you for the larger writing assignment.

Please follow these instructions to complete the paper. I have provided examples of each instruction in italics; these are not the only way to complete these steps. Rather, they are just one possible way to do so.

1. Choose a topic we discussed in class or that stood out to you from a reading for class. Choose something that interests you or you would like to know about. You must choose different topics for each paper. *For example, in our discussion about political participation, you might be interested in learning more about what motivates people to attend a protest.*
2. Find two serious research political science sources that discuss this topic. At least one of these sources must be either a journal article or an academic book. The other can be something like a research report (from Gallup, the Pew Research Foundation, etc.), a serious blog post (like from [the Monkey Cage](#), [Mischiefs of Faction](#), or [LSE’s blog about American politics](#)), etc. You can rely on two academic articles/books as your sources if you would like. Regardless, these need to be pieces of serious research (rather than just op-eds or journalism). If you have questions about your sources, feel free to run them by me. *For example, you might find an article about participation in protests in the American Journal of Political Science and a blog post from the Monkey Cage.*
3. After reading both of your sources carefully, write a brief paper about what you now know on your topic. Your paper should meet these requirements:
 - a. You must write between 600-800 words. You will lose 0.5 points for every 50 words you are below 600 or above 800 words.
 - b. You should include a cover page with your name, a title, the word count, and the section you are in. This cover page does not count towards the word limit.
 - c. You should clearly state the topic you explored – this is worth 1/7.5 points.
 - d. You should distill what you learned into a concise summary. Imagine you are explaining your topic to me, but I only give you fifteen minutes. What are the most important things you discovered? How do your sources speak to one another? Your summary should indicate to me that you have carefully read these sources and spent time thinking about them. This is worth 3.5/7.5 points.
 - e. In addition to summarizing your sources, you should spend at least a few sentences discussing the questions you still have about your topic. This is worth 2/7.5 points.
 - f. You must include in-text citations and a reference list at the end of your paper (the reference list does not count towards your word limit). You may use any citation style you prefer, so long as it is a legitimate citation style (i.e., you can’t just provide links to the materials you read). This is worth 1/7.5 points.

For more detail on the grading, please see the rubric posted on Learning Suite. I will give you feedback after each paper, primarily geared towards helping you improve for future writing assignments and exams in the course. To encourage you to incorporate my feedback, if your grade for the second paper is higher than the first, I will give you the higher, second score for both papers.

Midterm

The midterm will be completed in class on Tuesday, October 20th and is worth 25 percent of your final grade. It will cover all of the material from class up to that point. You are expected to join a Zoom call during the exam so that you can ask me questions about the test if you have them. This midterm will help you establish the knowledge base you will need to successfully complete the larger, final paper due at the end of the course.

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 through Learning Suite. If you have concerns the format of the test, please contact me about it as early as possible in the semester.

This exam is open note, but it will be timed. You will find it very difficult to do well on the exam if you do not prepare well enough and assume you can look up every answer in the textbook or your notes.

Using political science paper

The culminating skill I am hoping you develop in this class is to think analytically about the world of politics and power and to apply political science to the real world. To help you develop this skill, you will write a paper of no more than 1,500 words where you take an event in American politics that has happened in sometime since May 1, 2020 and explain it through the perspectives we have been studying all semester long.

The first step is to choose a topic – an event that you want to explain or consider for your paper. You must turn in this idea/topic on Learning Suite by 11:59pm on 9/22 – this assignment should only include a paragraph or two to explain what you are planning on writing your larger paper on and why that event should be important to political science. I will give you feedback on your idea to let you know if you should make any changes before writing the paper. This idea assignment is worth 2 percent of your overall grade.

From here, you should write your paper. You should write this paper like a serious blog post on the Monkey Cage, Mischief of Faction, etc. – in other words, you should write for an informed audience who may know very little about political science. Your goal is to use the approaches, empirical articles, and concepts we have discussed in class to explain or understand your chosen event. What caused this to occur? How has it influenced American citizens and institutions? What does the event reveal about power and politics in American society? What does political science help us understand this event that we would not otherwise understand?

For this paper, you are not expected to collect new data or run any new analyses of your own. Instead, you should focus on reviewing the topics, sources, and perspectives we have covered in class. Think of this as a constructive literature review, where you are looking to explain something by research that already exists in political science. If you choose, you may incorporate

survey data from the Cooperative Congressional Election Study (CCES) in your work. The CCES is a large, high quality national survey of American adults, and you can conduct basic analysis and make figures through an online widget developed by Crunch (sign up to access the data at <https://cces.gov.harvard.edu/explore>). You are not required to do this for the paper.

The second assignment is to turn in a list of your sources. This need not be as formal as an annotated bibliography; instead, you should list out 5 different sources you think will be helpful. You should then discuss, in less than 3 sentences, why you think that source will help you with the final paper. If you turn in the list of sources, you will automatically earn the 3 points for the assignment. If you do not turn something in by this deadline, you will receive 0/3 points. This is due on Learning Suite by 11:59pm on November 3rd.

You will turn in a rough draft on Learning Suite by 11:59pm on 11/24. If you turn in the rough draft, you will automatically earn the 5 points for the assignment. If you do not turn something in by this deadline, you will receive 0/5 points. I will provide you with feedback on your draft – including what score you would have received if it had been the final paper. If you are happy with this score, you may elect to receive that score for the final paper instead of turning in another draft. The more complete your draft is, the more feedback and direction I can give you.

The paper should follow these instructions – please see Learning Suite for a rubric on how this paper will be graded for these elements:

1. Your paper should have a cover page with your name, a title, the word count, and the section you are in. This cover page does not count towards the word limit.
2. You should clearly articulate the event you are explaining with enough details that any reader can understand the basics of the event. This is worth 2/27 points
3. You should discuss what political science helps us understand about this event. This is worth 20/27 points
 - a. You must reference at least 5 academic sources (articles or books). Stronger papers reference more sources. The best papers also draw on sources from multiple perspectives to give a more complete picture of their event.
 - b. At the most basic level, you should explain succinctly how each source connects to the event you are explaining.
 - c. You should do more than just summarize each source individually – instead, you should connect your sources together and make a coherent argument across them
 - d. If you find it to be helpful, you may include figures, tables, or diagrams from your sources. These do not count towards your word limit.
4. Discuss what questions remain about your event – what do political science sources leave unexplained or unaddressed about this event? Where should political scientists go next to find new answers? This is worth 4/27 points.
5. You must include in-text citations and a reference list at the end of your paper (the reference list does not count towards your word limit). You may use any citation style you prefer, so long as it is a legitimate citation style (i.e., you can't just provide links to the materials you read). This is worth 1/27 points.
6. You will lose 0.5 points for every 50 words you are above 1,500 words.

Your paper is due by 11:59pm on 12/10 on Learning Suite. You will be penalized 10% for every day your paper is late (including weekends). You will begin to lose points immediately after the deadline; in other words, a paper turned in at 12:00am on 12/11 will receive a 10% deduction.

It is totally acceptable for you to build off of one of your “dig deeper” short papers as you work on the larger paper. If you have questions about this, please let me know.

Be aware that this paper takes the place of the points typically reserved for a final exam; as such, it is a significant part of your grade for the course.

Final exam reflective essay

For the final exam, you should answer a series of reflective questions about what you have learned in this course and the course objectives. These questions will be provided to you beforehand.

Different from traditional exams, there is no right or wrong answer to these questions. Instead, you will be graded on if you critically think about the questions and provide a response of some substance. I anticipate that most students will receive full points for this reflective experience.

You must complete the reflective exam during our scheduled slot for the exam and through Learning Suite. Please reach out to me with questions about the reflective final exam early in the semester. The reflective essay is worth 5 percent of your overall grade for the course.

Class engagement

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 class engagement. This can take many forms – including (but not limited to) attending online lectures, asking questions in class, answering questions, staying engaged with the class discussion, speaking with me during office hours, and participating in online class activities.

To help me evaluate your participation, I will review the report from Zoom about who attended the online lecture. If you miss more than three lectures, your engagement grade will begin to go down. I will generally not penalize you for being late or needing to leave a few minutes earlier; however, if you only watch the online lecture for five minutes, this will be counted as an absence.

I also expect you to participate in the online lectures we hold through Zoom. I promise to do everything I can to encourage you to engage in our classes, and I expect you to do your part. While I will be recording the Zoom lectures, these will only be available to you if you have made arrangements with me (e.g., university absence, university accommodation, medical issue, or other reason you discuss with me). I may call on specific students to answer questions at various points in lecture; you are not required to have a perfect or complete response. However, if your answers repeatedly indicate that you are not doing the readings or paying attention in class, your engagement grade will suffer.

In addition, I ask you to participate in a number of ungraded, engagement activities throughout the class. If you do not complete at least 75 percent of these, your engagement grade will be reduced.

As part of your engagement grade, you need to meet with me at least once one-on-one during my office hours (or at another time that works for you). This meeting can be about whatever you would like – questions about the course, preparation for the midterm, reviewing part of a writing

assignment, etc. This is my way of encouraging you to ask questions, review assignments with me, and express any concerns that you might have. I will keep track of who meets with me during office hours, and, if you do not meet with me at least one time, you will lose 1 of your 8 engagement points.

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 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 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

Some of these were adapted from syllabi created by Drs. Chris Karpowitz, Adam Dynes, and Jeremy Pope.

Late policy and grade appeals

Unless explicitly described otherwise in the description of any assignment, 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).*

At the end of the semester, many students wish they had done a few points better and appeal to instructors to boost their grades a few points or provide them with extra credit/make-up opportunities. This tendency is understandable based on pressures students face (scholarships, job/law school/graduate school applications, athletic requirements, etc.). However, you should be aware of two things – first, providing such opportunities to some students and not others at the end of the semester is not fair to other members of the class and undermines my commitment to follow the course as outlined in the syllabus. Second, when instructors provide boosts to students who ask, this reinforces inequities between students from advantaged and disadvantaged backgrounds (e.g., first-generation college students, students facing economic hardship, minority students, etc.).

I provide you with opportunities throughout the class to get help, feedback, and work towards a grade you are happy with – this is my way of helping you succeed while still being fair. If you ask me for a grade boost at the end of the semester, I will review your grades throughout the class to ensure there are no errors in the grading; however, I will never provide last-minute extra-credit opportunities or grade boosts to give you the score you would like.

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 or university excused absences. 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 ethan.busby@byu.edu. If you email me and do not hear from me within 3 business days, please follow-up. 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 “POLI 210” in the subject line of your email so that I prioritize your messages.

It is critical that you check Learning Suite and your email to succeed in this course. I will send out reminders and announcements through Learning Suite and to your university email address. If you choose not to check your email and/or Learning Suite you are taking the risk of missing critical course information.

The easiest way to meet with me in person is to drop by my virtual office hours. You can drop into these Zoom calls at any time during the posted time frame. 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.

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*. Being respectful involves genuinely listening to others, asking questions instead of making assumptions, learning to put yourself in the perspective of others, and giving other people the same treatment and respect you want for yourself. 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, 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. 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 15 minutes after the start of class, 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.

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 every instructor's 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 & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is

substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Academic Honesty

The first injunction of the 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.

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>)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual

carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Research & Writing Center

I highly recommend you use the Research & Writing Center to improve your writing throughout this class. The BYU Research & Writing Center (3340 HBLL) is a valuable, free resource where trained undergraduate consultants provide individualized assistance on assignments at any stage of the research and writing process. Consultants aim to help you meet assignment expectations, answer questions, and increase your skills and confidence in research and writing. Before visiting, familiarize yourself with the RWC's services and resources. When visiting, bring whatever materials will help the consultant best help you, including your assignment description, feedback from your instructor or TA, specific questions, and related materials. To learn more, visit rwc.byu.edu

Other University Resources:

Many people, including students at BYU, struggle with emotional and mental challenges like stress, depression, and anxiety. The office of Counseling and Psychological Services at BYU offers a variety of services to help students manage these very common issues. Counseling is available to full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.

Date	Class Topics and Readings	Assignments
9/1	<p><i>Course introduction</i></p> <ol style="list-style-type: none"> 1. Read the course syllabus and class schedule 	Complete the introductory video on Digital Dialogue
9/3	<p><i>Political Science as a Field</i></p> <ol style="list-style-type: none"> 1. Jane Mansbridge. 2014. "What is Political Science For?" <i>Perspectives on Politics</i> 12(1): 8-17. 2. Rogers M. Smith. 2002. "Should We Make Political Science More of a Science or More about Politics?" <i>PS: Political Science & Politics</i> 35(2): 199-201. 3. Jennifer Guay. 2018. "Evidence-based Policy Making: Is There Room for Science in Politics?" <i>Apolitical</i>. https://apolitical.co/en/solution_article/evidence-based-policymaking-is-there-room-for-science-in-politics 	
9/8	<p><i>Approaches to American political science</i></p> <ol style="list-style-type: none"> 1. Kenneth A. Shepsle. 2010. <i>Analyzing Politics: Rationality, Behavior, and Institutions</i>. W.W. Norton. <i>Read only Chapter 2</i> 2. Leonie Huddy, David O. Sears, and Jack S. Levy. 2013. "Introduction: Theoretical Foundations of Political Psychology" In Leonie Huddy, David O. Sears, and Jack S. Levy (Eds.), <i>Oxford handbook of political psychology</i>, 2nd edition (p. 1-22). Oxford University Press. 3. Daniel J. Galvin. 2019. "Let's Not Conflate APD with Political History, and Other Reflections on "Causal Inference and American Political Development"". <i>Public Choice</i>, 1-16. 	
9/10	<p><i>Inequality and Power</i></p> <ol style="list-style-type: none"> 1. Peter Bachrach and Morton S. Baratz. 1962. "Two Faces of Power" <i>American Political Science Review</i> 56(4): 947-952. 2. Avidit Acharya, Matthew Blackwell, and Maya Sen. 2016. "The Political Legacy of American Slavery". <i>Journal of Politics</i> 78(3): 621-641 3. Richard L. Fox and Jennifer L. Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition" <i>American Political Science Review</i>. 108(3):499-519. 4. Melissa L. Sands. 2017. "Exposure to inequality affects support for redistribution". <i>Proceedings of the National Academy of Sciences</i> 114(4): 663-668 	
9/15	<i>American political culture and pre-Constitution</i>	

	<ol style="list-style-type: none"> 1. Abernathy, chapter 1 2. Rogers M. Smith. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America" <i>American Political Science Review</i> 87(3): 549-566. 3. Jacqueline Stevens. 1995. "Beyond Tocqueville, Please!" <i>American Political Science Review</i> 89(4): 987-995. 4. The Declaration of Independence (Abernathy, Appendix 2) 	
9/17	<p><i>The Constitution: Nuts and bolts and the convention</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 2 2. The Constitution (Abernathy, Appendix 3) 3. David Brian Robertson. 2005. "Madison's Opponents and Constitutional Design." <i>American Political Science Review</i> 99(2): 225-243. 4. Cokie Roberts. 2004. "Founding Mothers: The Women Who Raised Our Nation" <i>NPR</i>. https://www.npr.org/2004/04/14/1836740/founding-mothers-the-women-who-raised-our-nation 	
9/22	<p><i>The Constitution: Successes, failures, and unknowns</i></p> <ol style="list-style-type: none"> 1. Doctrine and Covenants 134 (https://www.churchofjesuschrist.org/study/scriptures/dc-testament/dc/134?lang=eng) 2. Federalist, no. 10 (Abernathy, Appendix 4) 3. Nikole Hannah-Jones. 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>. 4. David Waldstreicher. 2020. "The Hidden Stakes of the 1619 Controversy" <i>Boston Review</i>. http://bostonreview.net/race-politics/david-waldstreicher-hidden-stakes-1619-controversy 5. Robert A. Dahl. 2003. <i>How Democratic Is the American Constitution?</i>. Yale Univ. Press: New Haven (excerpts). 	Using political science paper: idea due by 11:59pm on Learning Suite
9/24	<p><i>Federalism</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 3 2. Sarah M. Morehouse and Malcolm E. Jewell. 2004. "States as Laboratories: A Reprise". <i>Annual Review of Political Science</i> 7: 177-203. 	
9/29	<p><i>Civil Rights and Liberties</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapters 4 and 5 2. The Bill of Rights, Abernathy 455-459 	

10/1	<p><i>Political Participation</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 6 2. Amy Linimon and Mark R. Joslyn. 2002. "Trickle Up Political Socialization: The Impact of Kids Voting USA on Voter Turnout in Kansas". <i>State Politics and Policy Quarterly</i> 2(1): 24-36. 	
10/6	<p><i>Public Opinion: Foundations</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 7 2. Courtney Kennedy. 2017. "How can a survey of 1,000 people tell you what the whole U.S. thinks?" Pew Research Center. http://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/ 3. James N. Druckman, James H. Kuklinski, and Lee Sigelman. 2009. "The Unmet Potential of Interdisciplinary Research: Political Psychological Approaches to Voting and Public Opinion". <i>Political Behavior</i> 31: 485-510. 	
10/8	<p><i>Public Opinion: Citizen competence and democracy</i></p> <ol style="list-style-type: none"> 1. James H. Kuklinski, Paul J. Quirk, Jennifer Jerit, and Robert F. Rich. 2001. "The Political Environment and Citizen Competence". <i>American Journal of Political Science</i> 45(2): 410-424. 2. Arthur Lupia. 2006. "How elitism undermines the study of voter competence." <i>Critical Review</i> 18(1-3):217-232. 3. Jonathan Bendor and John G. Bullock. 2008. "Lethal Incompetence: Voters, Officials, and Systems" <i>Critical Review</i> 20(1-2): 1-23. 	Dig deeper paper 1 due by 11:59pm on Learning Suite
10/13	<p><i>The Media</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 8 2. Hans J.G. Hassell, John B. Holbein, and Matthew R. Miles. 2020. "There is No Liberal Media Bias in which News Stories Political Journalists choose to cover." <i>Science Advances</i> 6(14): eaay9344 3. Natalie Jomini Stroud. 2008. "Media Use and Political Predispositions: Revisiting the Concept of Selective Exposure" <i>Political Behavior</i> 30(3): 341-366. 	
10/15	<p><i>Political Parties</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 9 2. Liliana Mason and Julie Wronski. 2018. "One Tribe to Bind Them All: How Our Social Group Attachments Strengthen Partisanship". <i>Political Psychology</i> 39: 257-277. 3. Complete this online placement quiz about parties and politicians in the United States 	

10/20	MIDTERM EXAM	
10/22	<p><i>Midterm debrief</i></p> <p>Complete the online survey about the midterm and course so far.</p> <p>Post one thought you have about how things are going (how you felt about the midterm, what you like about the class, what you do not like about the class) on the Digital Dialogue on Learning Suite.</p>	
10/27	<p><i>Campaigns</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 10 2. Joshua L. Kalla and David Broockman. 2017. "Persuading voters is hard. That doesn't mean campaigns should give up". <i>Monkey Cage, Washington Post</i>. 3. Yanna Krupnikov and Nichole M. Bauer. 2014. "The Relationship Between Campaign Negativity, Gender and Campaign Context" <i>Political Behavior</i> 36: 167-188 4. Center for Responsive Politics. "The Top 10 Things Every Voter Should Know about Money In Politics" https://www.opensecrets.org/resources/dollarocracy/ 	
10/29	<p><i>Interest groups</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 11 2. Sarah F. Anzia. 2011. "Election Timing and the Electoral Influence of Interest Groups". <i>Journal of Politics</i> 73(2): 412-427. 3. Sarah F. Anzia. 2019. "Most Research Finds Little Evidence that Interest Groups Influence US Politics, but That's because It's Focused on the Federal Government" LSE US Centre daily blog on American Politics and Policy. http://bit.ly/2myeWL4 	
11/3	<p><i>Congress: Foundations</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 12 2. Laurel Harbridge-Yong. 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. Matthew D. McCubbins and Thomas Schwartz. 1984. "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms". <i>American Journal of Political Science</i> 28(1): 165-179. 	Using political science paper: sources due at 11:59pm
11/5	<i>Congress: Governing and Effects</i>	

	<ol style="list-style-type: none"> 1. Claudine Gay. 2001. "The Effect of Black Congressional Representation on Political Participation" <i>American Political Science Review</i> 95(3): 589-602 2. Sarah F. Anzia and Christopher R. Berry. 2011. "The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?" <i>American Journal of Political Science</i> 55(3): 478-493. 3. Yuval Levin. 2020. "Transparency is Killing Congress" <i>The Atlantic</i> https://www.theatlantic.com/ideas/archive/2020/02/lights-camera-congress/606199/ 	
11/10	<p><i>The Presidency: Foundations</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 13 2. Michael Nelson. 2010. "Neustadt's Presidential Power at 50" <i>The Chronicle of Higher Education</i>. https://www.chronicle.com/article/Neustadts-Presidential/64816 3. Terry Moe. 2009. "The Revolution in Presidential Studies" <i>Presidential Studies Quarterly</i> 39(4): 701-724. 	
11/12	<p><i>The Presidency: Expanding power and accountability (?)</i></p> <ol style="list-style-type: none"> 1. Brandice Canes-Wrone, William G. Howell, and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis." <i>Journal of Politics</i> 70(1): 1-16. 2. Rachel Augustine Potter, Andrew Rudalevige, Sharece Thrower, and Adam L. Warber. 2019. "Continuity Trumps Change: The First Year of Trump's Administrative Presidency" <i>PS: Perspectives on Politics</i> 52(4): 613-619. 3. 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. 4. Stephen D. Ansolabehere and Jon C. Rogowski. 2020. "Unilateral Action and Presidential Accountability" <i>Presidential Studies Quarterly</i> 50(1): 129-145. 	Dig deeper paper 2 due by 11:59pm on Learning Suite
11/17	<p><i>The Bureaucracy</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 14 2. Joshua D. Clinton, David E. Lewis, and Jennifer L. Selin. 2014. "Influencing the Bureaucracy: The Irony of Congressional Oversight" <i>American Journal of Political Science</i> 58(2): 387-401. 	
11/19	<p><i>The Judiciary</i></p> <ol style="list-style-type: none"> 1. Abernathy, chapter 15 2. Adam N. Glynn and Maya Sen. 2015. "Identifying Judicial Empathy: Does Having Daughters Cause Judges to Rule for Women's Issues?" <i>American Journal of Political Science</i> 59(1): 37-54. 	

11/24	NO CLASSES – FRIDAY INSTRUCTION	Using political science paper: rough draft due at 11:59pm
11/26	NO CLASSES – THANKSGIVING HOLIDAY	
12/1	<p><i>Representation and Responsiveness in government</i></p> <ol style="list-style-type: none"> 1. Jane Mansbridge. 2003. “Rethinking Representation”. <i>American Political Science Review</i> 97(4): 515-528. 2. Martin Gilens and Benjamin I. Page. 2014. “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens.” <i>Perspectives on Politics</i> 12(3):564-581. 3. Jason P. Casellas and Sophia J. Wallace. 2015. “The Role of Race, Ethnicity, and Party on Attitudes Toward Descriptive Representation”. <i>American Politics Research</i> 43(1): 144-169. 	
12/3	<p><i>Polarization</i></p> <ol style="list-style-type: none"> 1. Douglas J. Ahler. 2014. “Self-Fulfilling Misperceptions of Public Polarization”. <i>Journal of Politics</i> 76(3): 607-620. 2. Seth J. Hill and Chris Tausanovitch. 2015. “A Disconnect in Representation? Comparison of Trends in Congressional and Public Polarization” <i>Journal of Politics</i> 77(4): 1058-1075. 3. Kristin N. Garrett and Alexa Bankert. 2018. “The moral roots of partisan division: How moral conviction heightens affective polarization” <i>British Journal of Political Science</i> 50: 621-640. 4. Samara Klar, Yanna Krupnikov, and John Barry Ryan. 2018. “Affective Polarization or Partisan Disdain? Untangling a Dislike for the Opposing Party from a Dislike of Partisanship” <i>Public Opinion Quarterly</i> 82(2): 379-390. 	
12/8	<p><i>What could be changed about American government?</i></p> <ol style="list-style-type: none"> 1. Mosiah 29 (https://www.churchofjesuschrist.org/study/scriptures/bofm/mosiah/29?lang=eng) 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. Politico. “How to Fix Politics” <i>Politico Magazine</i>. https://www.politico.com/interactives/2019/how-to-fix-politics-in-america/ Spend at least 30 minutes reading through the suggestions at this link. You do not have to read them all. 	

	<p>5. Issue One. 2019. “Returning Government to the American People.” https://www.issueone.org/returning-government-american-people/</p> <p>6. American Academy of Arts and Sciences. 2020. <i>Our Common Purpose: Reinventing American Democracy for the 21st Century</i>. Cambridge, Mass.: American Academy of Arts and Sciences. <i>Read the introduction and overview (p. 1-10)</i></p> <p>7. Imagine you are attending a constitutional convention to change American government. What are two things you push to change? Post these ideas on the Digital Dialogue on Learning Suite before class.</p>	
12/10	<i>Review</i>	<p>Complete the survey about what you would like to review (link here)</p> <p>Using political science final paper due at 11:59pm on Learning Suite</p>
12/12 (section 2) 12/17 (section 1)	<p>FINAL EXAM, REFLECTIVE ESSAY DUE</p> <p>Please complete the final exam reflective essay between 7 and 10am on Learning Suite</p>	