

DEPAUW UNIVERSITY
POLITICAL SCIENCE
INTRODUCTION THE U.S. POLITICAL SYSTEM

POLS *110AA/AB American National Government:

Spring 2016

M W F 9:10 a.m. – 10:10 a.m.

Or

M W F 10:20 a.m. – 11:20 a.m.

“By nature man is a political animal.” – Aristotle

Professor: Emmitt Y. Riley III, Ph.D.

Office Location: 103 Asbury Hall

Office Hours: Monday & Wednesdays 1:00 p.m. – 2:00 p.m. Fridays -11:30 – 1:30

Tuesday, Thursdays - Appointments Only

Phone: (765) 658 - 6353

Class Location: Asbury Hall Room 111

Email: emmittriley@depauw.edu

Website: <http://www.emmittriley.com>

COURSE OVERVIEW:

This course will serve as an introduction to the American political system. In this course we will explore the foundations of American democracy by specifically examining the institutions, electoral processes, public opinions and the political behavior of citizens within the United States. We will focus specifically on the degree to which American democracy is representative. We will also place a significant amount of attention on the struggle for equality and justice among marginalized groups within the United States e.g. (race, gender, convicted felons, homosexuals, immigrants, and other marginalized groups).

Central to the notion of American democracy is the idea of popular sovereignty. A running theme in this course will be the extent to which citizens are able to exercise popular control of government. Specifically we will analyze how citizens utilize intermediaries such as political parties, voting, public opinion and the three branches of government to control government. Additionally we will analyze how the structural, institutional, and constitutional system inhibits popular sovereignty within the United States.

Politics is defined as "who gets what, when, and how." Under this definition nothing can be more relevant to all us than the actions and function of governmental activities. Simply put politics is about influence. Many organizations and corporations invest millions into influencing what government does.

Government and politics have long played a positive/negative role for Americans. Think of what business would be like if the government did not coin money, build roads and highways, protect property rights, guarantee deeds and contracts, prevent infringement of patents, act to open markets for goods and services on a world-wide basis and a host of other activities, without which, business

would be impossible. But, we are not only engaged in business. We are citizens of a larger society in which government, representing all the people, acts to insure quality of life in areas of health, the environment, national security, individual rights, thus "establish(ing) justice" and "promote(ing) the general welfare." Politics occurs when the interests described above come into conflict, and is the way of resolving disputes.

To be engaged in this process - as every one of us is - one must understand the basic structures of government - why our society does things the way it does, what are the ground rules by which the game is played, what changes are taking place in our political structures to modify the rules of the game, and who are our opponents and our allies in the causes we bring to the political arena.

In order to understand fully the process of politics and government, we need to know what are our alternatives. One way to acquire that knowledge is to compare the American system with alternative ways of engaging in politics and government. Protection of individual rights, for example, often sacrifices larger interests of the whole society; democracy is often much less "efficient" than more authoritarian structures.

GENERAL COURSE GOALS/OBJECTIVES: The course has five objectives. The first of these is to acquaint the student with the structures of government and the character of constitutional systems. It is important to know who is served and who is disadvantaged by particular structures of government, whether they represent narrow interests of elites or a more general welfare of citizens. An examination of competing perspectives on democracy and America will enable us to consider these issues while illuminating key concepts such as: democracy, representation, legitimacy, authority, political culture, and federalism.

The second objective of the course is to enable the student to analyze the political process with a view toward illuminating the game of politics and whose interests are served by the particular structures that we have chosen. What is the role of public opinion, political parties, interest groups and how these roles have changed dramatically over time will be a major focus of consideration. Most important will be an analysis of the electoral process in America by comparison with other nations in important areas such as political participation.

A third objective will be to acquaint the student with the basic institutions of government: the executive, the legislature, the judiciary, and the bureaucracy. Here, the focus will be on alternatives that nations use to construct these institutions as well as how the American system has been modified in over two hundred years of experience.

A fourth objective will be to familiarize the student with the issues of human rights and civil liberties as they exist, today. American constitutional democracy has extended rights and privileges virtually unknown in most nations, even in democratic countries. Critics argue that this system of rights produces conditions that threaten the society itself, e.g., by protecting criminals from the legal consequences of their acts. Defenders of the system believe that these rights have preserved essential qualities of personal liberty that characterize American society. The development and interpretation of these "inalienable rights" in American political thought focuses attention to implications of these rights beyond words and phrases.

The course aims to make students aware of the challenge and promise of American Democracy. At the end of the course students should be more aware of the both the structure and function of the political institutions with in the Untied States. Students should also have a more in depth understanding of the process of voting and the political behavior of citizens, politicians, and political parties.

COURSE CONTENT: The content of this course requires us to think critically about government, citizenship, and equality. We all approach the study of politics from a certain perspective. That perspective is usually informed by our life experiences, our privilege and other sociological factors. For purposes of studying American politics you will be asked to think critically and scientifically. It is imperative that class discussions remain civil and grounded in academic and empirically sound research.

I am not asking you to change your views or adopt my views. I am simply asking that you begin to question many of the assumptions that hide in plain sight that usually go unchallenged. “Unfortunately, similar to the Monday morning (Sunday morning for college football fans) quarterback, politics is a field whereby many citizens have self-proclaimed themselves as experts, depending on which beauty salon/barbershop or bar they frequent. Hence, this course seeks to reduce the number of "doorstep" opinions by teaching students how to systematically search for the truth (i.e., carve away as much residual to get as close to the truth as possible) as it relates to the field of politics. The course will also place strong emphasis on positivist questions, which address "what is?" as opposed to questions based on the normative approach, which address "what ought to be?" (Orey 2006, 236).

We will read and analyze a variety of different academic works that will require us to engage in serious intellectual conversations that will some time challenge long standing assumptions. Understanding American politics requires us to think about some basic issues. What is democracy? What is representation? How do we know when we are being represented? Who is represented? What is justice? What are the political and social consequences when all citizens do not experience the realization of justice, equality, and freedom? Why do citizens vote the way they do? What do citizens think about government? Does it matter what citizens think about government?_

We will explore these issues by discussing three primary books and a number of scholarly works that offer variety of perspectives on American Politics.

REQUIRED TEXT (S):

Ginsberg, Benjamin, Lowi, Theodore, Weir, Margaet, and Tolbert, Caroline. 2015. *We the People: An Introduction to American Politics* 10th Edition. W.W. Norton & Company, 2015.
ISBN 978-0-393-93703-9

Schattschneider, Elmer. 1960. *The Semi-Sovereign People: A Realist's View of Democracy in America*, Wadsworth Publishing Company.
ISBN-13: 978-0030133664

Gilens, Martin. 2000. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty*. University of Chicago Press.

GRADING DISTRIBUTION

GRADING SCALE

A 100-95, A- 94-90
 B+89-87, B 86-83
 B- 82-80, C+ 79-77
 C 76-73, C- 72-70
 D+ 69-67, D 66-63
 D- 62-60, F 59-0

GRADE DISTRIBUTION

Toward the end of the semester students often get concerned about their grades. In an effort to help students keep track of their grades I have included in this syllabi a chart that will **help you calculate your own average**. Please be advised that you should utilize the percentages categories to determine your specific average.

Argumentative Short Papers 15%	Final Exam 25%	Quizzes 10%	Exams 25%	Class Participation 15%	Research Presentation 10 %

PARTICIPATION/ ATTENDANCE:

You are required to complete all readings prior to attending class. I will grade participation based on how regular you contribute and the level at which your comments contributes to a substantive understanding of readings. Attending class does not constitute class participation. Each student will be responsible for preparing a set of discussion questions during the week that your argumentative essays are due. These questions will guide the discussion for each topic covered. There should be at least 6 discussion questions and these questions should be based on the assigned readings. Your questions can focus on the arguments, implications, conclusions, and criticisms of the readings. Your questions should also consider how the readings connect to current events. Part of your participation grade will also be how well you keep up with news relating to politics. These reports are oral and should consider how the particular event is relevant to the constitutional authority of the president or any of the reading that we have examined.

Students may lose points if they are late for class without an excuse. If members of the class do not demonstrate a good faith effort to complete each day's readings, the professor may exercise the option of deducting five points. The professor will randomly call on students to engage in discussions. Please do not take this personally. I will often push you to support your assertions using the Socratic method. I never accept I do not know as an answer. As a general rule be prepared because you just never know when I will call on you. FYI: Participation grades will be recorded in class. See Rubric on www.emmittriley.com

CURRENT EVENTS/NEW REPORTS: Students will be required to remain abreast of current events and news that is relevant to American politics. Your news and current event reports must come from a reputable source such as *The New York Times*, *The Huffington Post*, *Washington Post*, *Politico*, *The Root*, *The Hill*, *USA Today* or any other major news contributor. You should be prepared to give a news report during each class meeting. I will randomly call for news reports. There will be days when you may have a news report and I will not call on you due to the size of the class. However as a general rule you should be prepared to give a report everyday. This will count towards your participation grade **Attendance will count for 15% of the grade.**

Argumentative Short Essays Papers Total (3)

Each student will be required to write a total of 3 short argumentative essays. Each essay must be a minimum 1 page with 1" margins and 1.5 line spacing. Because this course is writing intensive each essay must conform to the basic standards of academic writing and composition. Each essay must include five paragraphs with a clear thesis statement, topic sentences and adequate support. Each essay should focus on a summative critique of the readings and the theories presented. The paper will examine rather or not the student found the information presented in the readings compelling. In the conclusion, the paper should raise important questions regarding the content and should address ideas that you have lingering questions about. **The argumentative essays will count as 15% of the grade.**

Exams **The tests are each worth 25% Total Exams.**

CRITICAL BOOK REVIEW: This will count as an Exam! Each student will be required to write a critical book review on Gilens, Martin. 2000. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty*. University of Chicago Press. This review will provide a comprehensive review and analysis of this particular work. You are expected to connect the findings and central argument of the text to the various readings that we have covered in class. This review will be more than simply a summary of the work. Reviews that only provide summary will be graded harshly. Please review the following link: <http://www.sebts.edu/files/dmin/bookreview.pdf>.

QUIZZES: During the course of the semester I will administer several unannounced quizzes. The quizzes will be summative in that they will provide an assessment of the students understanding of the assigned readings. You should be prepared for quizzes because you will never know when I will administer one. **These quizzes will count as 10 % of the grade.**

MISCELLANEOUS ASSIGNMENTS: This includes any assignments that are classified on the syllabi as “Assignment” or any additional assignments or events that you will be required to attend during the semester. *Miscellaneous assignments will count as 10% of the grade.*

SPECIAL TOPICS: Student will each do an oral presentation on SPECIAL TOPICS. Given the size of this class you will conduct this assignment in groups of two. The oral presentation will be accompanied by a written report. Noted in the course schedule is a list of special topics. You will select a topic and conduct research by consulting academic journals on the topic. You will be required to consult a minimum of five academic sources. The written report must contain the following components:

1. Introduction of Problem (This section should provide the context out of which the issue at hand is addressing)
2. Review of the Academic Research (This section should be a critical evaluation and review of the sources consulted for the project. What are the major debates in the literature? What do we know? What has the literature failed to address?)
3. Methodology It can also contain an evaluation of the methods, measurement for variables, hypothesis, and etc.)
4. Findings ((This section should discuss an overview of the data and what it tells us about the topic.)
5. Conclusion (Concluding Thoughts, debates and recommendation for future research)

Oral Presentation: On the dates noted on the syllabus you will be required to conduct an oral presentation to the class. I am asking that you be creative. You are permitted to use power point presentation, poster presentations, video presentations or etc. You will be graded on both content and creativity. Presentations are limited to 10 minutes. *The presentations are each worth 10% of the grade.*

Final Exam: 25 %

Email Policy: Please allow 24 hours for me reply to email inquiries. I usually respond to all emails rapidly.

Graded Work Return Policy:

I will work to return graded work in a timely fashion. There will be an 8 to 14 day turn around on assignments, essays, and papers. I encourage each of you to take advantage of office hours to discuss the substantive feedback on assignments.

Help Outside of the Classroom:

I want each of you to know that I am fully available to provide you with assistance outside of the classroom. I will devote two workshops outside of class that will be designed to assist you with your research proposals.

MAKE-UP WORK: All work must be submitted on time. (unless you have an official excuse) or your will be penalized. Make-up exams will be given only when a bona fide excuse is obtained from

the office of dean of students. ALL LATE ASSIGNMENTS WILL BE PENALIZED 1 LETTER GRADE FOR EACH DAY THAT THE WORK IS LATE.

ACADEMIC LECTURE/SEMINARS: Academic seminars are excellent courses for undergraduate students who are interested in attending graduate school. One of the great experiences of the academy is the free exchange of ideas. It is through intellectual exchanges and discourse that we discover, recover, and stimulate the interest in making society a better place for all people to live. As such, it is imperative that each student contribute regularly to the discussion. There is nothing more excruciating than sitting in a seminar and the parties are not prepared for the discussion. You will be expected and required to complete the readings and be prepared to hold meaningful conversations regarding the materials.

WHAT GRADES MEAN:

A= Work that goes beyond the requirements of the assignment by adding insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, and exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B=Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D=Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to real world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas. (Taken from Professor Oware's Syllabi 08-17-2015)

ACADEMIC DISHONESTY: In an academic community, the worst offense that can be committed is to cheat or plagiarize; neither will be accepted or condoned within this classroom. All material that is submitted must be your work or appropriately cited, if you have questions regarding citation procedure or when documentation is necessary — see me. Academic dishonesty, in any form, will be taken seriously. Such work will automatically receive a grade of F ("0") and DePauw University's policies will be followed. A second concern in the academic community is the freedom to discover inside and outside the classroom. Because this freedom should be equally available to all, harassment of any kind will not be tolerated.

Types of Academic Dishonesty

Cheating. Using or attempting to use unauthorized materials in any academic exercise or having

someone else do work for you. Examples of cheating include looking at another student's paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.

Fabrication. Inventing or falsifying information. Examples of fabrication include inventing data for an experiment you did not do or did not do correctly or making reference to sources you did not use in a research paper.

Facilitating academic dishonesty. Helping someone else to commit an act of academic dishonesty. This includes giving someone a paper or homework to copy from or allowing someone to cheat from your test paper.

Plagiarism. Using the words or ideas of another writer without attribution, so that they seem as if they are your own. Plagiarism ranges from copying someone else's work word for word, to rewriting someone else's work with only minor word changes (mosaic plagiarism), to summarizing work without acknowledging the source. (See the Writing Center Guide to Avoiding Plagiarism for further information on plagiarism.)

Deception and misrepresentation. Lying about or misrepresenting your work, academic records or credentials. Examples of deception and misrepresentation include forging signatures, forging letters of recommendation and falsifying credentials in an application. Of particular concern, given the current popularity of collaborative projects, is taking credit for group work to which you did not contribute significantly or meet your obligations. In a collaborative project, all members of the group are expected to do their share. Group members may work together on each phase of the project or they may divide the tasks--one person might do background research; another might take charge of the lab experiments; another might be responsible for drafting the report. Even in a modular project, however, each member of the group is responsible for being familiar and involved with the entire project. Be sure to get clear instructions on your individual and collective responsibilities from each faculty member for each course.

Electronic dishonesty. Using network access inappropriately, in a way that affects a class or other students' academic work. Examples of electronic dishonesty include using someone else's authorized computer account to send and receive messages, breaking into someone else's files, gaining access to restricted files, disabling others' access to network systems or files, knowingly spreading a computer virus or obtaining a computer account under false pretenses.

Carelessness. When does carelessness become dishonesty? Students sometimes make minor mistakes in completing academic assignments. Mistyping one of many endnotes in a long paper, for example, may in most cases be considered a careless mistake, rather than an act of deliberate dishonesty.

When students make multiple mistakes in acknowledging sources, however, these mistakes cannot be considered simply careless. Students who copy long passages from a book or a Web source, for example, make a deliberate choice to do so. Such students have taken a short cut; instead of

explaining the source of their ideas, they have simply stolen ideas from others. In such cases, carelessness is a form of dishonesty.

Students are responsible for knowing the academic integrity policy and may not use ignorance of the policy as an excuse for dishonesty.

CELL PHONES/LAPTOPS: Turn off all cell phones!!! If you answer a cell phone in class you will be counted absent that day. Do not sit and send text messages during class. It is extremely rude and it will result in being counted absent. Also please refrain from utilizing laptops in the classroom unless otherwise instructed by the professor.

MIDTERM AND PROGRESS REPORTS: Each student will arrange to meet with the professor the week before midterm exams to discuss progress towards successfully completing the course.

STUDENTS WITH SPECIAL NEEDS: DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). If you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge you are strongly encouraged to contact Student Disability Services for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267)(studentdisabilityservices@depauw.edu). Accommodations cannot be implemented until the faculty member has received the official ADA letter, released by Student Disability Services. It is critical that you schedule a time to discuss the implementation of the accommodations specified in your letter with each faculty member receiving the letter. Accommodations are not retroactive. Students with documented disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that faculty are under no obligation to retroactively address any issue arising from students' choices to forgo accommodations.

REQUIREMENTS FOR TYPED DOCUMENTS: All typed documents must be formatted properly. They should adhere to the standards of the Chicago Style Manual. If you need help regarding proper citation please see me. The document should include the following: 1 inch margins on all four sides, name, class, date, and title of document and the font size should be 12 points.

NOTE TO STUDENTS:

Please know that my job as a professor is to challenge you academically and intellectually. If you need to meet with me feel free to stop by my office and let's have a chat. I am always open to an intellectual conversation and ways to help you navigate your college experience. If you need help do not hesitate to email, call, or setup an appointment.

Spring 2016 Tentative Class Schedule <u>*Subject to revision as exigencies dictate</u>	
February 1 M	Introduction, Syllabi Review, Democracy, Politics, White Privilege ,Power, and Civic Respect
February 2 W	<p style="text-align: center;">Foundations of American Democracy</p> Assigned Readings: **Gingsberg, Lowi, Weir, and Tobert - Chapter 1 * <i>The Declaration of Independence</i> * <i>Democracy Matters are Frightening in Our Time</i> excerpt from <i>Democracy Matters</i> by Cornell West * <i>Nililism in America</i> excerpt from <i>Democracy Matters</i> by Cornell West
February 5 F	<p style="text-align: center;">Foundations of American Democracy</p> Assigned Readings: *Gingsberg, Lowi, Weir, and Tobert - Chapter 2 *Princeton Concludes what kind of government America really has, and its not a Democracy by Tom McKay http://mic.com/articles/87719/princeton-concludes-what-kind-of-government-america-really-has-and-it-s-not-a-democracy * <i>The Deep Democratic Tradition</i> , excerpt from <i>Democracy Matters</i> by Cornell West *Robert A. Dahl. 2001. <i>How Democratic is the American Constitution?</i> New Haven: Yale University Press. Introduction (pp. 1-6). Available: http://yalepress.yale.edu/yupbooks/excerpts/dahl_democratic.pdf . Special Presentations: <ol style="list-style-type: none"> 1. Political Culture 2. Protest and Violence
February 8 M	<p style="text-align: center;">Congress</p> Assigned Readings: *Gingsberg, Lowi, Weir, and Tobert Chapter 12 * <i>U.S. Constitution Article 1 Section 1</i> * <i>Hill Styles and Parties: The Delegation Puzzle II</i>
February 10 W	<p style="text-align: center;">Congress</p>

	<p>Assigned Readings:</p> <p>*<i>Congress: The Electoral Connection</i> by David Mayhew Chapter 1 and 2</p>
February 12 F	<p style="text-align: center;">Congress</p> <p>*Chapter 1 <i>Perceptions of the Constituency</i> from Richard Fenó's <i>Homestyle</i>.</p> <p>Special Presentations:</p> <ol style="list-style-type: none"> 1. Minority Representation 2. Dyadic Representation
February 15 M	<p style="text-align: center;">The Presidency</p> <p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert Chapter 13</p> <p>*U.S. Constitution The Executive Branch</p> <p>*Neustadt. 1960. Presidential power – Selected Chapters</p> <p>*<i>The Price of a Black President</i> by Frederick Harris http://www.nytimes.com/2012/10/28/opinion/sunday/the-price-of-a-black-president.html</p>
February 17 W	<p style="text-align: center;">The Presidency</p> <p>Assigned Readings</p> <p>*Kernell. 1997. <i>Going public: New strategies of presidential leadership</i>. Selected Chapters</p>
February 19 F	<p style="text-align: center;">The Presidency</p> <p>*<i>The Persistence of Racial Resentment</i> by Thomas Edsall http://opinionator.blogs.nytimes.com/2013/02/06/the-persistence-of-racial-resentment/</p> <p>Special Presentations:</p> <ol style="list-style-type: none"> 1. Presidential Personality 2. The Confederate Flag (Public Opinion)
February 22 M	<p style="text-align: center;">The Federal Courts</p> <p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert Chapter 15</p>
February 24 W	<p style="text-align: center;">The Federal Courts</p> <p>Assigned Readings:</p> <p>*Alexander Hamilton. <i>The Federalist Papers</i>. No. 78, “The Judiciary Department”</p>

February 26 F	<p style="text-align: center;">The Federal Courts</p> <p>*The Puzzle of Judicial Behavior Chapter 4: Strategic Behavior</p> <p>Guest Lecturer via Skype – Attorney Abe McGlothin Sr., Assistant US Attorney</p> <p>Special Presentation:</p> <p>1. Public Opinion and the U.S. Supreme Court</p>
February 29 M	<p style="text-align: center;">Civil Rights and Civil Liberties</p> <p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert Chapter 4</p> <p>*Legacies of the 1964 Civil Rights Act by Bernard Grofman – Selected Chapters</p> <p>*Plessey v. Ferguson</p> <p>*Dread Scott v. Sandford</p> <p>*Bill of Rights Plus All other Constitutional Amendments</p>
March 2 W	<p style="text-align: center;">Civil Rights and Civil Liberties</p> <p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert Chapter 5</p> <p>*Brown v. Board of Education</p>
March 4 F	<p>David Epstein and Sharyn O’Halloran. 2006. “Trends in Minority Representation, 1974-2000.” In <i>The Future of The Voting Rights Act</i>, ed. David Epstein, et al. New York: Russell Sage Foundation. Chapter 4.</p> <p>Special Presentations:</p> <ol style="list-style-type: none"> 1. Freedom of Speech 2. Privacy
March 7 M	<p style="text-align: center;">Federalism</p> <p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert pages Chapter 3 pages 79-98</p> <p>*Elazer, Daniel. 1984. <i>American Federalism: A View From the States</i>. 3rd ed. New York: Harper & Row. Chapter 1.</p>
March 9 W	<p style="text-align: center;">Federalism</p> <p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert page 89-112</p> <p>*Rogers A. Smith. 1993. “Beyond Tocqueville, Myrdal ,and Hartz: The Multiple Traditions in America,” <i>American Political Science Review</i> 83. .3: 549-566.</p>

March 11 F	Federalism
	<p>Special Presentations:</p> <ol style="list-style-type: none"> 1. NIFB V Seleblius- 2012, 2. King V Burwell-2015 3. Obergefell v. Hodge, 2015 4. Legalization of Marijuana
March 14 M	Political Parties
	<p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert Chapter 9</p> <p>*Aldrich, John. 1995. <i>Why Parties? The Origin and Transformation of Political Parties in America</i>, Chicago. University of Chicago Press. – Politics and Parties in America</p>
March 16 W	Political Parties
	Aldrich, John. 1995. <i>Why Parties? The Origin and Transformation of Political Parties in America</i> , Chicago. University of Chicago Press. – Politics and Parties in America
March 18 F	Political Parties
	Aldrich, John. 1995. <i>Why Parties? The Origin and Transformation of Political Parties in America</i> , Chicago. University of Chicago Press. – Politics and Parties in America
March 19-27	Spring Break
March 28 M	Interest Groups
	<p>Assigned Readings:</p> <p>*Gingsberg, Lowi, Weir, and Tobert pages Chapter 11</p> <p>*Schattschneider, E.E. 1960. <i>The Semisovereign People: A Realist's View of Democracy in America</i>, Wadsworth Thomas Learning. Selected Chapters – The Scope and Bias of the Pressure System.</p>
March 30 W	Interest Groups
	<p>Assigned Readings:</p> <p>*Schattschneider, E.E. 1960. <i>The Semisovereign People: A Realist's View of Democracy in America</i>, Wadsworth Thomas Learning. Selected Chapter – <i>The Displacements of Conflict</i>.</p>
April 1 F	Interest Groups
	<p>*Mancur Olson. 1965. <i>The Logic of Collective Action: Public Goods and the Theory of Groups</i>. Selection.</p> <p>Special Presentations:</p> <ol style="list-style-type: none"> 1. Impact of Special Interest on Public Policy 2. Follow the Money, Special Interest and Candidates

April 4 M	<p style="text-align: center;">Political Participation, Elections and Campaigns</p> <p>Assigned Readings: *Gingsberg, Lowi, Weir, and Tobert Chapter 8</p>
April 6 W	<p style="text-align: center;">Political Participation, Elections and Campaigns</p> <p>Assigned Readings: *Gingsberg, Lowi, Weir, and Tobert Chapter 10 *Lau, Richard and David Redlawsk. 2006. <i>How Voters Decide: Information Processing During Election Campaigns</i>, Cambridge University Press. Selected Chapter: What is Voting Correctly?</p> <p>Assignment: Political Typology Quiz</p> <p>Go to the following link http://www.people-press.org/quiz/political-typology/</p> <p>Once you have clicked on the link I want you to take the survey. After taking the survey you are to write a reaction paper to your results. Consider if the findings of the survey accurately describes you politically. Were you shocked? Were you reassured? This assignment is due DUE!</p>
April 8 F	<p style="text-align: center;">Political Participation, Elections and Campaigns</p> <p>*<i>The Study of Electoral Behavior</i> by Larry M. Bartels from <i>The Oxford Handbook of American Elections and Electoral Behavior</i>.</p> <p>Special Presentations:</p> <ol style="list-style-type: none"> 1. Voter ID Laws 2. Social Media and Campaigns 3. Voting Rights for Convicted Felons
April 11 M	<p style="text-align: center;">Public Opinion</p> <p>Assigned Readings: *Gingsberg, Lowi, Weir, and Tobert Chapter 206 *Zaller, John. 1992. <i>The Nature and Origins of Mass Opinion</i>, Cambridge University Press. Selected Chapters – Information, Predispositions, and Opinions Pages 6-13.</p>
April 13 W	<p style="text-align: center;">Public Opinion</p> <p>Assigned Readings: *TBA</p>
April 15 F	<p style="text-align: center;">Public Opinion</p> <p>*Popkin, Samuel. <i>The Reasoning Voter</i>, University of Chicago Press, 1991. Selected Chapters. Chapter 2: Acquiring the Data: The Process of Becoming Informed pages 22-43.</p> <p>Special Presentation:</p> <ol style="list-style-type: none"> 1. Political Polarization

	2. The Impact of Hip-Hop on Political Ideology
April 18 M	The Media and Politics Assigned Readings: Gingsberg, Lowi, Weir, and Tobert pages 259-277
April 20 W	The Media and Politics Assigned Readings: Gingsberg, Lowi, Weir, and Tobert pages 279-291
April 22 F	The Media and Politics Special Presentations 1. Framing and Priming 2. The Media's Portrayal of Minorities
April 25 M	Social Movements and the Quest for Political Empowerment in America Assigned Readings: Doug McAdam. 1982. <i>Political Process and Black Insurgency</i> . Chicago: University of Chicago. Chapters 3 and 5.
April 27 W	The Government and the Economy Gingsberg, Lowi, Weir, and Tobert Chapter 11
April 29 F	Readings: TBA
May 2 M	American Foreign Policy and Democracy Assigned Readings: Gingsberg, Lowi, Weir, and Tobert Foreign Policy Chapter
May 4 W	American Foreign Policy and Democracy Assigned Readings: Gingsberg, Lowi, Weir, and Tobert Foreign Policy Chapter
May 6 F	American Foreign Policy and Democracy Assigned Readings: Gingsberg, Lowi, Weir, and Tobert Foreign Policy Chapter
May 9 M	The Media, Welfare, and Politics Why American Hate Welfare: Race, Media, and the Politics of Antipoverty by Martin Gilens <u>Book Reviews Due CACULATED AS Exam I</u>
May 11 W	The Media, Welfare, and Politics Why American Hate Welfare: Race, Media, and the Politics of Antipoverty by Martin Gilens
May 13 F	The Media, Welfare, and Politics

	Why American Hate Welfare: Race, Media, and the Politics of Antipoverty by Martin Gilens _
May 16 M	Social Policy Gingsberg, Lowi, Weir, and Tobert Chapter 17
May 18 W	A More Perfect Union <i>Putting on Our Democratic Armor</i> from <i>Democracy Matters: Winning the Fight Against Imperialism</i> by Cornell West.
May 20 F	