Course Description

Political Science 1100 introduces the institutions and processes of U.S. government to students with little or no background in the subject. The course will not conform to expectations shaped by most high school government courses, which typically emphasize political history and the U.S. Constitution. This course stresses the real workings of contemporary government, not history, and focuses more on elections than on the Constitution.

Our paramount objective in P.S. 1100 will be to explain the logic of U.S. government—why it chooses to do what it does. These choices have profound consequences for citizens—they produce winners and losers. Winners receive far more government policy benefits—social security payments, Pell grants, food stamps, and so on—than they pay in taxes. Losers pay more in taxes than they receive in benefits. Winners commonly include corporations, the educated upper middle class, the elderly, and people who live in sparsely populated states. The losers are, well, pretty much everybody else, including most young people. P.S. 1100 will help you to understand why winners win, and why losers lose, and what the losers can do about it.

Unlike many introductory courses, P.S. 1100 does not consist of detachable, independent modules of information, as an encyclopedia does. Instead, the course resembles a novel more than an encyclopedia. The key protagonists are politicians and voters, with rules set out in the U.S. Constitution and U.S. election laws. As the story unfolds, we will assume—as the constitutional framers did—that self interest, rather than morality or enlightened reasoning, motivates most human behavior. Thus, politicians try to keep their jobs and to preserve their power, while voters try to capture policy benefits with the minimum exertion of effort, normally remaining politically uninformed. About halfway through the semester, it should all start to fall into place.

P.S. 1100 will not be “normative”—about what is right and what is wrong in government. So we will not debate issues, advocate worthy causes, celebrate the genius of the Constitution, try to promote good citizenship. The only assumption that we will make is that government exists to make the lives of citizens better, with citizens judging for themselves what is “better.” Unfortunately, when we assess U.S. government with this metric, we must conclude that it performs rather poorly. The course will suggest how we can improve this performance.

Students should not assume that a 1000-level number indicates that a course is easy. Few students find this course easy. Most find it challenging. Political Science is theoretical discipline that relies on abstract concepts to analyze cause and effect. It often involves quantitative analysis, and an understanding of some basic mathematics, such as probability, will be essential in the course. Political Science is about why as much as it is about what. Conceptual precision and clear, specific writing are essential to performing well in a college political science course.
Course Learning Objectives

1. To provide students with a factual and conceptual understanding of the essential features of the U.S. political system.
2. To apply theory to explain the logic of the U.S. political system; how the Constitution shapes our politics, why we elect who we elect, why those we elect govern as they do, and why in government policy decisions winners win, and losers lose.
3. To stimulate independent thinking about government and political issues.
4. To contribute to the General Education of USU students. Some may question the value of general education. Don’t. The analytical and scientific thinking skills, writing ability, and insight into human behavior that are integral to your general education will benefit you more than you can possibly foresee—no matter what your career or life situation becomes. Most of you will eventually realize that general education was the best part of your education at USU.

Teaching Assistants and Supplemental Instruction

Teaching Assistants
Emily Turner

Supplemental Instructors
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Andrea Carlquist: andrea.carlquist@aggiemail.usu.edu

P.S. 1100 Teaching Assistants are USU political science graduate students who, under the instructor’s close supervision, do most of the course grading. The Supplemental Instructors are undergraduates with outstanding academic credentials who conduct weekly study sections and exam reviews, with an emphasis on test taking skills. Attendance at exam review and weekly study sections is voluntary, but highly recommended. Students should never regard supplemental instruction as substitute for attending class or taking comprehensive lecture notes. Virtually every student who attends supplemental instruction does, however, find it to be beneficial.

Contacting the Professor

My contact information is at the top of the syllabus. I always prefer to meet students in my office rather than to use other forms of communication. Resort to email if you must in an emergency, or if you have a very simple question, but never for questions that require complex answers. Keep in mind that I am usually available TT afternoons, as well as during my office hours. Please do not bring questions to me when I arrive in class, as I need to put an outline on the board to get computer set up in those precious few minutes. Questions about lecture material are always best asked in class. Please refer questions about when and where SI sessions are held to Lisa Bourgeois or Andrea Carlquist.

Lectures and Note Taking

Because the material covered in lectures is mostly not covered in the text, and also because the class lectures are largely extemporaneous and not available on line, everyday class attendance and thorough, attentive note taking are absolutely essential to effective performance in the course. Without question, irregular attendance accounts for the majority of poor grades received in the
course. It is unusual for an “A” student to miss class at all. I urge you to review your lecture notes every day after class, adding things you didn’t have the time to write initially, making notes to yourself. When you find things confusing, ASK QUESTIONS in class, in S.I. sessions, or in my office.

Students should not expect each day of class to correspond to a particular lecture topic. Some lecture topics require much more class time than others. Because the course does resemble a novel more than an encyclopedia, missing a day of lecture is much like skipping a chapter in a novel, and students often remark missing a day leaves them completely lost in the course.

The tape recording of lectures is not permitted, nor is notetaking on laptop computers.

Canvas

The course syllabus, course reading assignments other than the text, quizzes, grades, and other course information will be available on Canvas.

Readings

Required course readings include a textbook and several “supplementary” articles from other sources. The text is *Government in America, Seventeenth Edition (2016 Presidential Election Edition)*, by Edwards, et. al. Do NOT buy previous editions or the 2018 Election Edition. You can buy a hard copy of the text on Amazon, or rent the text online (much cheaper), either by purchasing an “Access Card” in the USU Bookstore or by going straight to the publisher, Pearson. We will post on Canvas instructions on how to proceed once you have an Access Card by Wednesday, January 9.

In the course outline, reading assignments from the text appear as chapter numbers. In several cases, you are required to read just certain sections of a text chapter—these chapters are marked with a * in the course outline. You will be responsible for graphs, boxes, definitions and other learning aids inserted into each required text chapter, as well as the main body of text. You are NOT required to complete the quizzes imbedded in the on line version of the text.

The relationship between P.S. 1100 readings and lectures sometimes perplexes students accustomed to teachers who draw their lecture material directly from a text. The lectures in P.S. 1100 are theoretical and focus on specific examples in depth. The text has little depth on any topic, but it fills in the gaps between the lectures, providing breadth. As you read the text, try to imagine how the theory presented in lecture applies to it, and if you are confused about how the readings and lectures tie together, please bring questions to my office or to S.I. sections.

Supplementary Reading Assignment Themes

The supplementary course readings can be accessed on Canvas. To download these assignments on the course canvas page, click on “Files,” and then on the folder “Readings.”

“Are America’s Best Days Behind Us?” is a 2011 *Time* magazine cover story that concisely explains many of the dysfunctional characteristics of the U.S. political system. The author, Fareed Zarkaria is a liberal leaning CNN commentator.
“The Governing Cancer of Our Times” argues that public distrust of professional politicians has deeply destructive consequences for the nation. Though very short, it is one of the most important reading assignments of the semester. The author, David Brooks, is a Republican New York Times columnist. He is also the author of the 2018 article, “One Reform to Save America,” which maintains that the U.S. needs a multiparty system.

“Protectors of a Blameless Citizenry” is a short chapter from a humorous 1991 best selling book about dysfunctional government, written by a Republican Rolling Stone contributor, P. J. O’Rouke. It argues that, contrary to popular perception, government bureaucracy isn’t the problem.

“Running Scared,” is a capsule version of a 1997 book by Canadian Political Scientist Anthony King. It warns us about the long term consequences of “populist” reforms designed to bring U.S. government “closer to the people.”

Just published in July, 2018, “America’s Problem Isn’t Too Little Democracy” updates the theme in “Running Scared.” It contends that modern information technology is transforming our political system into precisely what the constitutional farmers feared the most.

“The Hamburger Problem” is a wry, somewhat tough-in-cheek article suggesting that liberal cultural snobbishness led to the election of Donald Trump as president—despite the fact that more voters favored Democratic policies than Trump’s policies.

“Game Change” is from a book on the 2008 presidential campaign. It chronicles John McCain’s selection of Sarah Palin as his 2008 running mate. There are two versions of “Game Change” on the course website. Language that some may find objectionable has been edited from one version.

“For Trump, a War Waged Every Day” is a December, 2018 New York Times article on the president’s growing isolation and daily routine in the White House.

The supplementary readings also include two short pieces that I have written specifically for P.S. 1100: “Why the U.S. Has a Two Party System,” and “The Consequences of the Winner Take All Rule,” which is about the chief problem with the Electoral College.

Quizzes and Exams

The course has four essay exams and six online multiple choice quizzes. All of the essay exams will be conducted during the regular class period, except the final exam, which is scheduled by the university. You will have 50 minutes for each essay exam, and 60 minutes to complete each quiz, with two days (six in one case) to access each quiz on Canvas. Each student’s lowest quiz score will be dropped from the grade computations; each student’s lowest essay exam score will be raised to the average of all their essay exam scores.

Each quiz will contain 12 multiple choice questions based entirely on course reading assignments (including the syllabus), with each correct answer being worth one point. Students are welcome to access the course readings when they take these quizzes—so the quizzes are “open
book.” The purpose of the quizzes is reward students for reading and gaining the broad perspective on U.S. government that the readings do provide, and that the course lectures do not. The quizzes imbedded in the text are NOT required and NOT included in the course grading. To avoid a quiz when you have finished reading a section of the text, simply click on the “Table on Contents” icon in the upper left corner of the screen and then go on to the next section of the text.

The essay exams will include both shorter and longer questions based entirely on course lectures. These exams emphasize concepts and theoretical analysis, not the memorization of facts, and their purpose is to reward students who master the concepts and the analysis presented in lectures. Each is worth 30 points and covers material only from the preceding 9-10 days of class lectures and discussion—so the final essay exam will not be “comprehensive.” You will need to buy a large (8” by 11”) “blue book” for each essay exam.

### Essay Exam Dates

- **Essay Exam #1:** Friday, Feb. 1 or Monday, Feb. 4
- **Essay Exam #2:** Wed. Feb. 27, or Friday, March 1
- **Essay Exam #3:** Monday, April 1
- **Essay Exam #4–The Final Exam:** Monday, April 29, 11:30-12:30

### Quiz Dates

- **Quiz #1:** Thursday, Jan. 17-Friday, Jan. 18
- **Quiz #3:** Thursday, Feb. 14-Friday, Feb. 15
- **Quiz #4:** Thursday, March 7-Tues., March 12*
- **Quiz #5:** Monday, March 25- Tues, March 26
- **Quiz #6:** Thursday, April 11-Friday, April 12

*Yes, you have six days here to accommodate Spring Break vacation travel.

Quiz #1 will cover the course syllabus, text Chapter 1 (skip “Three Contemporary Theories of American Democracy”—but do read “Challenges to Democracy” and the remainder of the chapter), “Are America’s Best Days Behind Us?” “The Governing Cancer of Our Times,” and “Protectors of a Blameless Citizenry.”

Quiz #2 will cover text Chapters 2, and 3 (skip “Fiscal Federalism,” and start reading again at “Diversity in Policy”), and 10 (skip “Pluralism, Elitism, Hyperpluralism,” and everything else between “Electioneering” and “Types of Interest Groups.” Then read from “Types of Interest Groups.” to the end of the chapter). It will also cover “Essay Writing Advice” on Canvas.

Quiz #3 will cover text Chapters 6, 7 (7.1, 7.2, and 7.3 only) along with “Running Scared,” and “America’s Problem Isn’t Too Little Democracy.”

Quiz #4 will cover text Chapters 8 (Introduction, 8.1, 8.2, 8.4, and 8.6 only), and 9. It will also cover “Why the U.S. Has a Two Party System,” “One Reform to Save America,” and “The Hamburger Problem.” Superficially, with one full text chapter, half of another chapter and three supplemental assignments being covered, this may appear to be the most difficult quiz, but it will
not be. All three of the supplemental reading assignments are very short, and you should find all three to be quite interesting as well.

Quiz #5 will cover text Chapter 11, “The Consequences of the Winner Take All Rule” “Game Change” and “For Trump, a War Waged Every Day.” Do not fail to read “Game Change.” Many students regard it as the best assignment of the semester.

Quiz #6 will cover text Chapters 4, 5 (5.1, 5.2, and 5.3 only), and 12.

There is some flexibility in the quiz dates. Note that some of the quizzes will cover readings corresponding to lecture material not yet covered—so students will need to “read ahead.” For example, Quiz #2 on Thursday, January 24-January 25 covers Chapter 3 in the text on “Federalism,” but I will not get around to covering “Federalism” in lecture until about 10 days later, around February 4. Requiring you to “reading ahead” like this enables us to cover just about the same amount of reading material on each quiz. It also reduces the overall course workload at the end of the semester, when work from other courses piles up.

Missed Exams Policy

Students will NOT be permitted to take early exams for any reason. Students who miss an essay exam because of required participation in a university activity or a death in their immediate family will be able to take a make up exam during finals week. Students who miss an essay exam for other reasons—such as weddings or work related issues—will receive zeroes on the missed exam.

Exam Preparation

The key to written exam preparation in P.S. 1100 is effective use of the course study questions. About one week prior to each essay exam, I will distribute extensive study questions for that exam. The study questions are designed to help students see the material from the instructor’s perspective and to tie the course materials together. The exam questions are simply variations on the study questions, and always cover the same material. Material not covered in the study questions will not be covered on the exams. I strongly recommend that every student write out an answer, or at least an answer outline, for every study question. I also encourage students to work together in groups to discuss the questions, and to compare and evaluate outlines and written answers.

Grade Computations

The lowest score that each student receives on one of the six quizzes will be dropped from the grade computations. The lowest score that each student receives an essay exam will be raised to their average essay exam score at the end of the semester. The table below displays the relationship between cumulative exam scores and final grades in P.S. 1100. Note that the grading scale is MORE LENIENT than a standard, high school “94-100=A, 90-93=A-” scale.

Recognize that over the course of the semester, the cumulative % score that you have on Canvas will be giving you an ARTIFICIALLY LOW estimate of your final grade. Why? Because we cannot program Canvas to raise your lowest essay exam score until after your final exam score is
recorded. So your % final grade will be somewhat higher than what Canvas has been telling you during the semester—enough to make a difference in your letter grade in many cases.

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<tr>
<th>Final Score</th>
<th>Final Grade No Lower Than</th>
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<tbody>
<tr>
<td>90.0% - 100%</td>
<td>A</td>
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<tr>
<td>88.5% - 89.9%</td>
<td>A-</td>
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<tr>
<td>87.0% - 88.4%</td>
<td>B+</td>
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<tr>
<td>80.0% - 86.9%</td>
<td>B</td>
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<tr>
<td>78.5% - 79.9%</td>
<td>B-</td>
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<tr>
<td>77.0% - 78.4%</td>
<td>C+</td>
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<tr>
<td>66.0% - 76.9%</td>
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<td>64.0% - 65.9%</td>
<td>C-</td>
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<td>58.0% - 63.9%</td>
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Students who with scores lower than 58.0% will normally fail the course.

Bonus Points and Extra Credit

Although I will occasionally award a “bonus point” to a student for highly effective class participation, there is no extra credit awarded for extra work or for other reasons in P.S. 1100. I base P.S. 1100 grading entirely on performance in the course, and not because students have concerns such the need to maintain a certain GPA to keep a scholarship. Grading on the basis on anything other than performance in the course is unfair to the students who do perform well.

Grading Standards

There are no grade quotas in P.S. 1100–grades do not correspond to a “curve.” Instead, and overall course grade distributions vary from semester to semester, depending upon each class performs. Students who make a “good faith effort” in P.S. 1100–by attending class at least 90% of the time, taking notes carefully, and completing reading assignments—seldom receive course grades lower than "C." "A" grades are reserved for students who demonstrate a superior understanding of both factual material and the logical relationships between concepts and facts. One common distinction between “A” students and “B” students is that “B” students “know the answers,” whereas “A” students can explain why the answers are the answers.

Keep in mind that we do NOT grade on the basis of how much you study, or how much you “know.” We grade on the basis of how you perform on exams. If you know something, make sure your exams demonstrate that you do. The course grade distribution over the last four semesters appears below. Most of those who failed the course did not finish it.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>29%</td>
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<td>B</td>
<td>34%</td>
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<td>C</td>
<td>24%</td>
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<td>D</td>
<td>6%</td>
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<tr>
<td>F</td>
<td>7%</td>
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Many students find the grading standards in P.S. 1100 to be rigorous, and students entering the course directly from high school or junior college should adjust their expectations accordingly. College professors do not establish rigorous grading standards to make students feel inferior, or to intimidate them. We simply want to prepare you for careers in which you will be required to think logically and to write intelligibly. The “grading standards” that most of you will encounter in your postgraduate careers will be far more rigorous than the grading standards in Political Science 1100.

Students sometimes complain about the test-based grading in courses such as Political Science 1100 because they “do not take tests well.” Please realize that college amounts to little more than one neverending four year test, and that it is impossible to have a good experience in college without learning to take tests well. So, learn to take tests well. In Political Science 1100, you will periodically receive study questions, advice, supplemental instruction, and evaluations of your exams designed to improve your test taking skills. Take full advantage of this assistance. I also encourage students to meet with me personally to get further explanation of the reasons for a grade, or to get advice about how to improve.

Essay Grading Criteria

1. Responsiveness to the questions: reading questions carefully and answering them directly.
2. Command of information: demonstrated knowledge of the relevant concepts and facts.
5. Organization: clarity and coherence of written exams.

Classroom Civility

Regrettably, a small minority of USU students demonstrate discourtesy to other students and to instructors by disrupting classes–most commonly by talking to friends or using electronic devices. Discourtesy and disruptions will not be tolerated in P.S. 1100. Students who violate this policy will receive one firm warning, and will be dismissed from class if they cause any further problem. Never assume that because a class is large that you are somehow invisible. And if you lack the attention span or the discipline to spend 50 minutes in class without using an electronic device or talking to friends, you should question whether you belong in college.

Disabled Students

Students with disabilities who are likely to require accommodation by the instructor must contact the instructor and document the disability through the Disability Resource Center during the first week of classes. Requests for special considerations relating to attendance, pedagogy, or exams, etc. must be approved by the instructor.

Course Outline

The course outline has been provided to help students to understand the course organization and the relationship between lecture topics and reading assignments. Students should not, however, expect that the course will adhere strictly to this outline, as it is impossible to predict how much class time will be devoted to answering student questions related to various topics.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Corresponding Reading Assignments</th>
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<tr>
<td></td>
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<td>Part One: The U.S. Constitution</td>
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<tr>
<td>Jan. 7-11</td>
<td>I. Why America Hates Its Government</td>
<td>The Course Syllabus</td>
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<td>II. Dysfunctional U.S. Government</td>
<td>*Chapter 1 (Not all of it–see the footnotes.)</td>
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<td>B. Dysfunctional U.S. government today</td>
<td>“The Governing Cancer of Our Times”</td>
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<td></td>
<td>1. The Federal Budget</td>
<td>“Protectors of a Blameless Citizenry”</td>
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<td>2. Economic Inequality</td>
<td>(All on Quiz #1)</td>
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<td>3. Interest group control over policy</td>
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<td>Jan. 14-18</td>
<td>III. The U.S. Constitution</td>
<td>Chapter 2 (Quiz #2)</td>
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<tr>
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<td>A. Some basic definitions</td>
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<td>B. The Federalists, The Framers, Federalism, and the Anti-Federalists</td>
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<td></td>
<td>C. The framers political philosophy: constrain human self interest, prevent tyranny</td>
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<td>Jan. 23-25</td>
<td>D. The framers constitutional choices</td>
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<td></td>
<td>1. Formal powers of government and limits on formal powers</td>
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<td></td>
<td>2. Democracy v. aristocratic rule</td>
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<td>3. Centralization v. decentralization of power</td>
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<td>Jan. 28-</td>
<td>IV. Decentralization in the 21st Century</td>
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<td>Feb. 1</td>
<td>A. The Legislative, Executive, and Judicial Branches: Basic Functions of Each Branch</td>
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<td>B. State and district, rather than national elections--what really makes the system distinctive</td>
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<td>C. The extraordinary power</td>
<td>*Chapter 10 (Not all of it–see the footnotes.)</td>
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<td></td>
<td>of U.S. interest groups</td>
<td>(Quiz #2)</td>
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<td>D. Paralysis of government</td>
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<td></td>
<td>1. The preservation of the penny</td>
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<td></td>
<td>2. The budget deadlock</td>
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<td>Feb. 4-8</td>
<td>V. Federalism</td>
<td>Essay Writing Advice (on Canvas)</td>
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<tr>
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<td>A. Exclusive powers and shared powers</td>
<td>*Chapter 3 (Not all of it–see the footnotes.)</td>
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<td>1. The Supremacy Clause</td>
<td>(Both on Quiz #2)</td>
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<td>2. The “Commerce” clause</td>
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<td>3. The reality of power sharing</td>
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<td>B. The case for state government, the case against state government</td>
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<td>Part Two: Democracy, Public Opinion, The Media, and Voting</td>
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<td>I. Public Opinion and Representative Democracy</td>
<td>Chapter 6 (Quiz #3)</td>
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<td>A. Representative democracy in theory</td>
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<td>B. U.S. representative democracy today</td>
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<td>C. A disengaged and disenenchanted electorate</td>
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<tr>
<td>Feb 11-15</td>
<td>II. The Rational Self Interest Theory of Voting</td>
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<td></td>
<td>A. Designed to explain how people will behave, rather than how they should behave</td>
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<td>B. The costs, benefits, and mathematical probabilities associated with voting</td>
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<td>C. Predictions of the rational self interest theory of voting</td>
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</tbody>
</table>
1. Voters will invest limited time and effort in elections. They may vote, but they will almost never have the incentive to become informed.

2. Implications of this prediction. We must:
   a. Change human nature, or:
   b. Give up on democracy, or:
   c. Do the best we can with little voting incentive

3. How to do the best we can.
   a. Simple—“user friendly”—elections
   b. Competitive elections

III. Representation in a Democracy:  “Running Scared” (Quiz #3)

   Trustees and Delegates
   A. The framers vision.
   B. The cost of informed voting

Feb. 20-22

IV. Populism and Populist Reforms

   A. Voting rights
   B. Presidential elections
   C. U.S. Senate elections
   D. Ballot propositions
   E. Primary elections
   F. Unintended consequences of populist reforms
      1. Partisan polarization
      2. The world’s most expensive democracy
      3. Changed public expectations: delegate democracy

Feb. 25-

V. The Media *Chapter 7 (Not all of it: 7, 7.1, 7.2, and 7.3 only)

March 1

   A. The Traditional Media and the New Media  “América’s Problem, Isn’t Too Little Democracy.”
   B. Real and Imaginary Bias The New Media  (All on Quiz #3)

Part Three: Representation, Political Parties, and Elections

I. The U.S. Two Party System *Chapter 8 (Not all of it—see the footnotes.)

   A. Why the U.S. has a two party system  “Why the U.S. Has a Two Party System”
   B. How a two party system confuses voters: “One Reform to Save America”
      (Ch. 8 and all three articles are covered on Quiz #4)

March 4-8

II. U.S. Political Campaigns

   A. Primary elections
   B. General elections
      1. Name recognition
      2. Issue Avoidance
      3. Negative campaigning
      4. Populist attacks on Washington D.C.

III. Presidential Elections Chapter 9 (Quiz #4)

   A. Nominations
      1. National conventions
      2. Presidential Primaries
      3. The importance of the “early” states

March 18-22

   B. The general election: Electoral College  “Game Change” (Quiz #5)
      1. The Constitution  “The Consequences of Winner Take All Rule”
2. How popular and Electoral Votes (Quiz #5)
3. How politically competitive states benefit
4. Effects on voting incentives
5. How a loser of the popular vote can still win the electoral vote
6. The Direct Popular Election movement

March 25-29 IV. Congressional Elections
A. The “incumbency advantage”
B. U.S. House districts

Part Four: Congress, the Presidency, and the Judicial Branch

I. Congress Chapter 11 (Quiz #5)
A. Why Congress accomplishes so little
   1. Representation and congressional time allocation
   2. Bicameralism
   3. Senate debate rule
B. How Congress accomplishes anything

II. The Presidency “For Trump, a War Waged Every Day” (Quiz #5)
A. Exaggerated public expectations
B. Consequences for presidential leadership

III. The Judicial Branch, Civil Liberties and Civil Rights
April 1-5 B. How Congress accomplishes anything

IV. The Judicial Branch, Civil Liberties and Civil Rights
April 8-12 C. Formal powers and their limits Chapter 12 (Quiz #6)

April 15-19 IV. The Judicial Branch, Civil Liberties and Civil Rights
April 22 A. Organization and powers of the courts
B. How judicial review occurs
C. The Bill of Rights.
D. Freedom of speech and press Chapter 4 (Quiz #6)
E. Establishment of religion
F. Civil Rights *Chapter 5 (Not all of it; 5, 5.1, and 5.2 only) (Quiz #6)

Notes on Reading Assignments

*In Chapter 1, skip “Three Contemporary Theories of American Democracy.” Start reading again at “Challenges to Democracy.”
*In Chapter 10, skip “Pluralism,” “Elitism,” Hyperpluralism,” and everything between “Electioneering” and “Types of Interest Groups.” Read from “Types of Interest Groups.” to the end of the chapter.
*In Chapter 3, skip “Fiscal Federalism,” and start reading again at “Diversity in Policy.”
*In Chapter 8, read the “Introduction,” 8.1, 8.2, 8.4, and 8.6 only)
#In “Running Scared” Trusteeship and Delegate representation are called “Division of Labor” and “Agency” democracy representation