

Political Science 1100
U.S. Government and Politics
Spring 2021

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Professor” on the next syllabus page

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 interest groups, 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 should exist 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 explain of 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 critical 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 Assistant
Elizabeth Randall

Supplemental Instructors
Cambria Cantrell

P.S. 1100 Teaching Assistants are USU political science graduate students who, under the instructor's close supervision, do most of the course grading and assist in the course in other ways. The Supplemental Instructor is an undergraduate with outstanding academic credentials who conducts 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.

Contacting the Professor

Last semester I found that the best way to make myself available to students with questions or other concerns was to stay on Zoom for 10-20 minutes at the end of each class period. So I will do that again this semester. Otherwise, I strongly prefer to talk to students personally though Zoom--rather than using email. But I will not try to conduct traditional office hours through Zoom. This proved to be a waste of time last semester. Instead, I will meet students over Zoom through individual appointments. As a general rule, I will be available for Zoom appointments any time between 1:30 and 6:00 pm, TTF, and also between 4:30-6:00 pm MW. To set up an appointment, simply send me an email specifying me when you would like to meet. I will then confirm the meeting time, and send you Zoom link at that time. (You can also set up an appointment by calling me in my office, as normally, I work in my office.)

Resort to email to ask questions or raise concerns if you absolutely must in an emergency, but never use email for questions that require complex answers. Questions about lecture material are always best asked during lectures. Please refer all questions about SI sessions to Cambria Cantrell.

Canvas

The course syllabus, course reading assignments other than the text, essay exams, quizzes, grades, and other course information will be available on Canvas. The syllabus is in "Files" in a folder called "Syllabus," not in the Canvas Syllabus Tab, which has a highly restricted format.

Spring Semester 2021 Special Circumstances

We will try to make your virtual Political Science 1100 learning experience as effective and as painless as possible, but we will not be able to replicate fully the vitality or immediacy of a face to face class. By in large, conducting the class over Zoom went well last semester, but there were glitches, and undoubtedly there will be issues with technology again this semester. Please try to keep in mind that I am a Political Scientist, not an IT consultant, and I lack the expertise to help you with wifi failures or other technology problems on your computer.

I have altered some of the course content and many of the course requirements, policies, and grading procedures to accommodate the Zoom delivery process. Normally, these attributes of a course are set in stone once the semester is underway, but not this semester. Instead, I reserve the right to adjust the course content, requirements, policies, or grading procedures as the course progresses. Any changes that I do make will not add to your course workload or the overall difficulty of the course. I ask for your patience as we all adjust to this new environment.

Technological issues and other complications associated with virtual learning will occasionally prevent students from logging into the class in real time. So I will make Zoom recordings of lectures available on Canvas--but only for 48 hours after each lecture. I urge you, however, to participate in class in real time, relying on these recordings only as last resort. Fall 2020 course grades correlated very closely with real time class participation.

Lectures, Note Taking, and Discussion

Because the material covered in lectures is covered only sporadically in the text, everyday class attendance and thorough, attentive note taking are essential to effective performance in the course. Unless you have access to two computer screens, we strongly recommend that you take handwritten lecture notes while you watch Zoom, rather than trying to watch Zoom and take notes on the same screen. 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.

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.

With roughly 80 students, I have no choice other than devote most our time to lectures; there is no other way to cover the theories and concepts that are essential to the course in the time we have available. But I also want use a portion of our class time for discussion. As much as possible, I want the lectures to initiate a *conversation* with you. I cannot do this by myself. I need you to offer comments and even more, to ask questions. So speak up. Ask any question that somehow pertains to course content, or to politics more generally. The more, the better. I want to hear what you have to say. Questions and comments force me to be a better professor, by helping me to clarify and elaborate on ideas, or leading me to address apparent contradictions between ideas I present and things you have heard elsewhere. And if I initially misinterpret your question, or if my first answer to your question doesn't satisfy you, do not hesitate to follow up with another question.

Occasionally, I will have a class period where students have so many questions and comments that discussion eats up too much lecture time, and I must hold off questions until the end of that period. Sometimes also, a question will require a such a long answer, or lead us down such remote tangent, that I will put the question aside until the end of the period. But it is better to get too many questions and comments than too get too few. My job is to keep lecture and discussion in balance. Your job is to ask. The only welcome questions are those already answered in the syllabus. These questions waste everyone's time.

Because open computer microphones can become a serious distraction in Zoom, you will submit your questions through the Zoom "Chat" function to our Teaching Assistant who will relay them to me. I will then answer them when there is a break in the logical flow of ideas in lecture.

Readings

Required course readings include a textbook and several "supplementary" articles from other sources. 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."

The text is *Government in America, Seventeenth Edition, 2018 Election Edition*, by Edwards, et. al. Do NOT buy previous editions such as the *2016 Presidential Election Edition*. You can buy a hard copy of the text on Amazon, or rent the text on line (much cheaper), either by purchasing an "Access Card" in the USU Bookstore or by going straight to the publisher, Pearson.

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, with footnotes at the end of the syllabus explaining what you need to read and what you can skip. 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 go into depth on big ideas that are course themes—for example: "Is it even possible to have a democracy?" 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, as always, please ask questions in something confuses you.

Supplementary Reading Assignment Themes

"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 assignment of the semester. The author, David Brooks, is a Republican *New York Times* columnist.

"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'Rourke. It argues that, contrary to popular perception, Washington D.C. isn't the problem.

“Ms. Codfish’s Classroom,” is a chapter from David Litt’s 2020 book *Democracy in One Book or Less*. In this chapter, Litt maintains that the U.S. Senate has become indefensibly unrepresentative of the American public.

“Why the U.S. Has a Two Party System” is a short article that I wrote for P.S. 1100.

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

From 2019, “The Presidential Nominating Process is Absurd” argues that our presidential nominating process produces poorly qualified candidates. The author, David Leonhardt, is an unabashed liberal who considers President Trump “unfit for office.” Nevertheless, conservatives should take his argument seriously; at the rate we are going, we will eventually a Democratic reality show host as president, and conservatives will be horrified then as liberals are now.

Students frequently ask why the U.S. continues to select its president through the Electoral College rather than a national popular vote. Published this summer, “How Has the Electoral College Survived This Long?” provides at least a partial answer. The article explains how Electoral College helped to perpetuate slavery, protecting racial segregation after the Civil War.

“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.

“How America Lost Faith in Expertise” discusses cultural and technological changes that are transforming our political system into precisely what the constitutional framers feared the most.

“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.”

Quizzes and Exams

The course has four essay exams and six multiple choice quizzes, all administered on line. The essay exams are based entirely on course lectures, and emphasize concepts and theoretical analysis, not the memorization of facts. 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 days of class lectures and discussion--so the final essay exam will NOT be “comprehensive.” Students are welcome to use their lecture notes during these exams, but you will not be able to access course powerpoints or lecture recordings.

The essay exams will include questions that require short answers and others that require longer answers. You will have 55 minutes to complete each essay exam. The first three essay exams will be administered during the regular class period, at 11:30-12:25. Final exams are scheduled for all courses by the university, and our final essay exam will be Monday, May 3, 11:30-12:25.

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 to reward students for reading and gaining the broad perspective on U.S. government that the readings provide, and that the course lectures do not. Students will have 50 minutes to complete each quiz, with a two day “window” to access each quiz on Canvas. Each student’s lowest quiz score will be dropped from the grade computations.

Essay Exam Dates

Essay Exam #1:	Friday, February 12
Essay Exam #2:	Wednesday, March 10
Essay Exam #3:	Monday, April 5
Essay Exam #4—The Final Exam:	Monday, May 3, 11:30-12:25

Quiz Dates

Quiz #1:	Thursday, January 28-Friday, January 29
Quiz #2:	Thursday, February 4 -Friday, February 5
Quiz #3:	Thursday, February 25-Friday, February 26
Quiz #4:	Thursday, March 25-Friday, March 26
Quiz #5:	Monday April 12-Tuesday April 13
Quiz #6:	Monday April 19-Tuesday April 20

Quiz #1 will cover the course syllabus, parts of text Chapters 1 and 10, “Protectors of a Blameless Citizenry,” and “The Governing Cancer of Our Times.” “The Governing Cancer of Our Times” is one of the most important assignments of the semester. Think it over after you read it. In text Chapter 1, start at the beginning, but skip “Three Contemporary Theories of American Democracy”—but do read “Challenges to Democracy” and the remainder of the chapter. *In Chapter 10, start at the beginning, skip “Pluralism,” “Elitism,” “Hyperpluralism,” and everything between “Electioneering” and “Types of Interest Groups.” Then read from “Types of Interest Groups.” to the end of the chapter.

Quiz #2 will cover all of text Chapter 2, parts of text Chapter 3, and “Ms. Codfish’s Classroom.” In Chapter 3, start at the beginning, skip “Fiscal Federalism,” and start reading again at “Diversity in Policy.”

Quiz #3 will cover text Chapter 6, parts of text Chapter 7, “How America Lost Faith in Expertise,” and “Running Scared,” In Chapter 7, read the Introduction, 7.1, 7.2, and 7.3.

Quiz #4 will cover parts of text Chapter 8, text Chapter 9, “Why the U.S. Has a Two Party System,” “The Hamburger Problem,” and “The Presidential Nominating Process is Absurd.” In text Chapter 8 read the Introduction, sections 8.1, 8.2, 8.4, and 8.6, but not the remainder of the chapter. Superficially, this quiz may appear to involve more reading than some of the others, but it does not. All three of the supplemental articles are quite short. Do not fail to read “The Hamburger Problem.” Many students regard it as the best reading assignment of the semester.

Quiz #5 will cover Chapter 11, “Game Change,” and “How Has the Electoral College Survived This Long?” Do not fail to read “Game Change.” Many students regard it as the best reading assignment of the semester.

Quiz #6 will cover text Chapter 4, part of text Chapter 5 (5.1, 5.2, and 5.3 only), and text Chapter 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, February 4 -Friday, February 5 covers parts of Chapter 3 in the text on “Federalism,” but I will not get around to “Federalism” in lectures at least a week later. Requiring you to “read 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” quizzes in advance of the two day “window” established for each quiz, and there will be no make ups for missed quizzes, no matter what the reason. If a student misses just a quiz, the score on that quiz will become a zero, and unless that student misses more than one quiz, the quiz score will be dropped in the grade computations at the end of the semester.

Students will also not be permitted to take “early” essay exams. Students will, however, have the opportunity to make up *one* (and only one) missed essay exam, no matter why the student originally missed the exam. All make ups for missed essay exams will be conducted during the last full week of classes in April, at a time all the students involved can agree upon.

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 post on Canvas 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 outlines and written answers.

Exam Source Materials

Course exams cover course material--lectures and reading assignments--and comprehension of these course materials determines course grades. The use of non course source materials on exams, such as Wikipedia or other internet sites, is prohibited. Violations of this course policy normally will result in perpetrators failing the course.

Grade Computations

The lowest score that each student receives on one of the six quizzes will be dropped from the grade computations. 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.

Final Score	Final Grade No Lower Than
90.0% - 100%	A
88.5% - 89.9%	A-
87.0% - 88.4%	B+
80.0% - 86.9%	B
78.5% - 79.9%	B-
77.0% - 78.4%	C+
70.0% - 76.9%	C
66.0% - 69.9%	C-
60.0% - 65.9%	D

Students who with scores lower than 60.0% will normally fail the course.

Grading Standards

There are no grade quotas in P.S. 1100—grades do not correspond to a “curve.” Instead, overall course grade distributions vary from semester to semester, depending on how 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.

Grade	Percentage
A	29%
B	34%
C	23%
D	5%
F	9%

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 grading in courses such as Political Science 1100 because they “do not take tests well.” Please realize that surviving college involves four years of relentless testing; it is impossible to have a good experience in college without learning to take tests well. So, learn to take tests well. Political Science 1100 study questions and supplemental instruction exist primarily to improve your test taking skills, and I devote much of my office hour time explaining test grading and test taking skills to students. Take full advantage of this assistance.

Extra Credit

There is no extra credit awarded for extra work or for other reasons in P.S. 1100. We base P.S. 1100 grading entirely on performance course exams, 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 on exams is unfair to the students who do perform well.

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.
3. Analysis: explaining concepts and facts with logical cause-and-effect relationships.
4. Specificity: presenting concepts and facts exactly.
5. Organization: clarity and coherence of written exams.

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.

Copyright Policies

Students are expressly prohibited from recording any part of this course. Meetings of this course are might be recorded by the University. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures and other course materials. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. Professor Lyons is the copyright owner of the courseware; individual recordings of the materials on Canvas and/or of the virtual sessions are not allowed; and such materials cannot be shared outside the physical or virtual classroom environment.

Assessment Exam

The State of Utah has established that every USU General Education course must include an “Assessment” of how much or how little students are learning. I have not yet determined how we will meet this requirement.

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.

Week	Lecture Topics	Corresponding Reading Assignments
Part One: The U.S. Constitution		
Jan. 20-22	I. Government That Can No Longer Govern	The Course Syllabus (Quiz #1)
	A. Functional U.S. government 1915-1990	*Chapter 1 (Not All of It–See Footnotes) (Quiz #1)
Jan 25-29	B. Dysfunctional U.S. government today	
	1. The popular perception of dysfunction: blame the politicians and bureaucrats	“Protectors of a Blameless Citizenry” (Quiz #1)
	2. The extraordinary power of U.S. interest groups	*Chapter 10 (Not All of It–See Footnotes) (Quiz #1)
	3. Responsibilities of citizens in a democracy: informed voting	“The Governing Cancer of Our Times” (Quiz #1)
Feb. 1-5	II. The U.S. Constitution	Chapter 2 (Quiz #2)
	A. Some basic definitions	“Ms. Codfish’s Classroom” (Quiz #2)
	B. The Federalists, The Framers, Federalism, and the Anti-Federalists	
	C. The framers political philosophy: constrain human self interest, prevent tyranny	
	D. The framers constitutional choices	
	1. Formal powers of government and limits on formal powers	
	2. Democracy v. aristocratic rule	
	3. Centralization v. decentralization of power	
Feb. 8-12	III. Decentralization in the 21st Century	
	A. The Legislative, Executive, and Judicial Branches: Basic Functions of Each Branch	
	B. State and district, rather than national elections-- what really makes the system distinctive	
	C. Paralysis of government: the preservation of the penny	
Feb. 17-19	IV. Federalism	*Chapter 3 (Not All of It–See Footnotes) (Quiz #2)
	A. Exclusive powers and shared powers	
	1. The Supremacy Clause	
	2. The “Commerce” clause	
	3. The reality of power sharing	
	B. The case for state government, the case against state government	

Part Two: Democracy, Public Opinion, Voting, Representation, the Media

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| I. Public Opinion and Representative Democracy | Chapter 6 (Quiz #3) |
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- A. Representative democracy in theory
 - B. U.S. representative democracy today
 - C. A disengaged and disenfranchised electorate
- Feb. 22-26 II. The Rational Self Interest Theory of Voting
- A. Designed to explain how people will behave, rather than how they *should* behave
 - B. The costs, benefits, and mathematical probabilities associated with voting
 - C. Predictions of the rational self interest theory of voting
 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: “How America Lost Faith in Expertise” (Quiz #3)
- A. Trustees and Delegates
 - B. The framers vision
- March 1-5 IV. Populism and Populist Reforms
- A. Voting rights
 - B. Presidential elections
 - C. U.S. Senate elections
 - D. Ballot propositions
 - E. Primary elections “Running Scared” (See Footnotes) (Quiz #3)
 - F. Unintended consequences of populist reforms
 1. Partisan polarization
 2. The world’s most expensive democracy
 3. Changed public expectations: delegate democracy
- March 8-10 V. The Media *Chapter 7 (Not All of It--See Footnotes) (Quiz #3)
- A. The Traditional Media and the New Media
 - B. Real and Imaginary Bias

Part III: Political Parties, Campaign and Elections

- March 15-19 I. The U.S. Two Party System *Chapter 8 (Not All of It--See Footnotes) (Quiz #4)
- A. Why the U.S. has a two party system “Why the U.S. Has a Two Party System” (Quiz #4)
 - B. How a two party system confuses voters: “The Hamburger Problem” (Quiz #4)
the need for broad party coalitions
 - C. The 2021 political party coalitions
- March 22-26 II. U.S. Political Campaigns
- A. Name recognition
 - B. Issue Avoidance
 - C. Identity Politics
 - D. Negative campaigning
 - E. Populist attacks on Washington D.C.

- III. Presidential Elections
 - A. Party Nominations
 - 1. Presidential primaries
 - 2. National conventions
 - 3. The importance of the “early” states
 - B. The general election: Electoral College
 - 1. The Constitution
 - 2. How popular and Electoral Votes
 - 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
- IV. Congressional Elections
 - A. The “incumbency advantage”
 - B. U.S. House districts

Chapter 9 (Quiz #4)
 “The Presidential Nominating Process is Absurd”
 (Quiz #4)
 “Game Change” (Quiz #5)
 “How Has the Electoral College Survived This Long?”
 (Quiz #5)

March 29-
April 2

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

- April 5-8 I. Congress
 - A. Why Congress accomplishes so little
 - 1. Representation and congressional time allocation
 - 2. Bicameralism
 - 3. Senate debate rule
 - B. How Congress accomplishes anything. Pork barreling

Chapter 11 (Quiz #5)

Following University Policy P.S. 1100 will meet on Thursday, April 8. Friday, April 9 is a university holiday.

- April 12-16 II. The Presidency
 - A. Exaggerated public expectations
 - B. Consequences for presidential leadership
 - C. Formal powers and their limits
 - 1. The Veto
 - 2. The Executive Power
 - 3. Commander in Chief
 - D. Informal sources of power: mobilizing public opinion
 - 1. Effective Mobilization: FDR, Ronald Reagan
Simplicity, self confidence, correct priorities
 - 2. Ineffective Mobilization: Jimmy Carter, “National Malaise”
Presidents since JFK

Chapter 12 (Quiz #6)

- April 19-23 & April 26 III. The Judicial Branch, Civil Liberties and Civil Rights
 - A. Organization and powers of the courts
 - 1. Statutory Interpretation
 - 2. Judicial Review
 - B. How judicial review occurs
 - C. The Bill of Rights
 - D. Freedom of speech and press
 - E. Establishment of religion
 - F. Civil Rights

Chapter 4 (Quiz #6)

*Chapter 5 (Not All of It–See Footnotes) (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 3, skip “Fiscal Federalism,” and start reading again at “Diversity in Policy.”

*In Chapter 5 read 5, 5.1, and 5.2 only

*In Chapter 7, read the Introduction, 7, 7.1, 7.2, and 7.3 only.

*In Chapter 8, read the “Introduction,” 8.1, 8.2, 8.4, and 8.6 only

*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 “Running Scared” Trusteeship and Delegate representation are called “Division of Labor” and “Agency” democracy.