

POL 120.01  
American Government (3 Credit hours)  
Fall, 2023  
M, W 11:00-11:50am  
**(Note: no class meetings on Friday, those will be replaced with asynchronous activities due on Friday at 11:59pm)**  
Rhyne 149

Professor Clinton Jenkins  
Mauney 307  
Office Hours: M 3:30-5:00 (except the first Monday of the month, during which office hours will held during the same time on Tuesday), and by appointment.  
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### **Course Overview and Goals**

A study of the American political system, institutions, processes and problems of national Government, the development of the federal system, the nature of the political process, and political behavior in the U.S.

That sounds boring, right? Actually, this course will be anything but boring. U.S. political history, the processes by which citizen preferences are converted into policy, and the political institutions of this nation are all characterized by drama and conflict. We will answer questions such as: why did over 96% of members of Congress who ran for re-election win when public opinion polls consistently find that Americans rate Congress lower than cockroaches, root canals, traffic jams, and Genghis Kong? We will focus on topics like the civil rights movement, the war on terrorism, polarization in Congress, the 2016 and 2020 presidential elections and 2022 mid-term elections, and debates over gun control just to name a few. You will learn what Ludacris can teach us about public opinion. You will learn how to become a more engaged citizen.

Each of these questions or political issues can be understood most clearly through the lens of the historical and institutional developments of the American political system. In this course our lectures, readings, discussions, and assignments will focus on the fundamental ideas and structures of government that create the arena in which political events occur and ideas are discussed. We will focus on the political struggles during this nation's founding that continue to impact politics today; the Constitution; political parties; Congress; the presidency; the judiciary; voting, campaigns, and elections; public opinion; the news media; among other topics.

**This course is being offered as a hybrid format, in LR nomenclature, "Blended on campus." As such, we will not have class meetings on Friday, those will be replaced with asynchronous activities due on Friday at 11:59pm. We will meet regularly on M and W, except a few times when noted in the syllabus that we will also not meet on one of those days.**

This course has four student outcomes:

- To provide you with an understanding of the United States' political development, its institutions, its political systems, and its current politics.
- To help you learn how social scientists ask and answer interesting questions about politics, including providing you with a basic familiarity with various theories of political science and how political scientists use them to understand politics.
- To help you become a savvy consumer of political news and current events, both in this class and beyond. This will include gaining the ability to interpret basic quantitative or qualitative data to understand and assess political debates, the behavior of political actors, and America's governmental institutions.
- To provide you with a foundation in what you need to know to be an engaged American citizen in your communities.

### **Readings**

Most readings will come from the two texts required for the course. Occasionally, I will assign additional required readings. These will usually be posted on Canvas at least one week prior to the class you need them for. It is your responsibility to obtain the readings listed for the class period if they are not posted on Canvas.

There are two required texts assigned for the class. They are available at the bookstore and online wherever you prefer to purchase texts.

Kernell, Samuel, Gary C. Jacobson, Thad Kousser, Lynn Vavreck, and Timothy Johnson. 2023. *The Logic of American Politics*, 11th Edition. Washington, DC: CQ Press. (Noted as "Logic" in the course calendar below).

Kernell, Samuel and Steven S. Smith. 2019. *Principles and Practice of American Politics: Classic and Contemporary Readings*, 7<sup>th</sup> edition. Washington, DC: CQ Press. (Noted as "Principles" in the course calendar below).

It should not be surprising for a political science course on American government, that in addition to the assigned readings each week it is expected that you will keep up with the daily news. Reading a newspaper is the best way to do this. If you are not one to read the newspaper there are many other good alternatives online, on the radio, and on television (I, for example, prefer to listen to NPR as my main source of the day's news). The only requirement is that your chosen news source must have frequent coverage of national politics. Our discussions will frequently touch on current events, often as a way to illustrate concepts from lecture or readings. Regularly consuming the news will not only bring course material to life, but it will also make the class more interesting.

### **Evaluation**

Your grade will be determined based on the following (weights in parentheses):

- Communities Blogging Assignment (30%)
- Weekly Wrap Up Activities (12 @ 2.5% each; 30%)
- Mid-term Exam (15%)
- Final Exam (15%)
- Attendance and Participation (10%)

*Communities Project* – Throughout the course of this semester, you will be required to assist in maintaining a class blog. The goal of this blog is to document various political and social issues facing communities around the United States and abroad. You will select a community of importance to you and write at least once a month September through November about local or national issues affecting the community. You will be expected to complete two blog posts during these months. In each blog post, you should select an issue affecting your community and then: 1) provide a detailed overview of the issue/problem, 2) how it affects your community, 2) engage with multiple perspectives on the issue, making sure to provide the perspective of various members of the community, 4) offer up evidence-based solutions for solving or resolving the issue or problem. This may take substantial research into the local news of the community you select as well as into various policy problems and their solutions. Each blog post is expected to be at least 750 words. Finally, you will be required to write a 3 to 4 page reflection paper about your experience of thinking and writing about local issues, including what challenges or surprises you encountered, how you learned to engage with multiple perspectives on issues, what you learned about American politics, and how it made you more aware of the communities that you reside in and your place and identity within the various communities. This will be due on the final day of classes for the university. I will provide a prompt with more specific information about the paper as the date gets closer.

We will dedicate a day of class to setting up the class blog, discussing logistics, and discussing the assignment in greater detail.

Your grade for this project will be distributed as follows: 2/3<sup>rd</sup> of your grade for the Communities project will come from completing the two blog posts. Your final paper will be worth the other 1/3<sup>rd</sup> of your grade for this project.

*Mid-term Exam* – This exam may include a combination of multiple choice, short answer, and essay questions focusing on material from the readings, lecture, and discussions. I will provide more information as we get closer.

*Final Exam* – There will be a final exam during finals period. The final will not be cumulative. The exam may include a combination of multiple choice, short answer, and essay questions focusing on material from the readings, lecture, and discussions. I will provide more information as we get closer. Because the final is not cumulative, but instead an assessment about the second part of the semester, I am unable to exempt individuals with an “A” in the course from the final, graduating seniors or not.

*Weekly Wrap Up Activities* – Throughout the schedule below you will see a series of “Weekly Wrap Up Activities” listed as due on Friday. These assignments are designed to get you engage with the reading, lectures, and class discussions we’ve had, or to get you starting to think about the week ahead. These take the place of our Friday in-person class meetings. Throughout the course there will be 12 of these due. Together they are worth 30% of your final grade, each being worth 2.5% of your grade.

You should type-up your responses to the wrap up activity and save it as a word document or pdf and upload it to Canvas using the correct assignment upload, or if it is a discussion prompt, post it in the appropriate discussion forum. The assignment upload or discussion

forum for each wrap up activity is located in the module for the week the wrap up activity is due (so, for example, the place to submit the wrap up activity for week 4 will be found in the Week 4 module on Canvas). Submitted wrap up activities will be graded as either unsatisfactory – earning you half of the possible credit – or satisfactory, earning you all of the possible credit for that activity. I do read all of your wrap up activities, but I often will not offer comments back on them if you have sufficiently completed the activity.

Weekly wrap up activities should be submitted by 11:59pm on Friday of the week that they are due. If you do not turn them in by the deadline, you will receive a “0” for that weekly wrap up activity.

*Attendance and Participation* – Your attendance and participation grade will be based on my subjective estimate of how frequently you participate actively and respectfully in class discussion and your completion of weekly in-class reflections and small group discussions. You needn’t talk in every class, nor do you need to speak for long. But you should be respectful, engaged, and participate frequently and substantively. I will speak more about how I grade participation during the first day of class.

Katy Perry is attributed as having said 80% of success is showing up.<sup>1</sup> I believe this is true. Part of being a good colleague and college citizen is showing up to do your part. This means showing up to class, listening respectfully to what your fellow students have to share, and offering your own perspectives on the subject matter. We all benefit by having robust discussions surrounding the topics we cover in class. Not only will participating in discussions help reinforce material from class, but it will also help you think about the world in different ways. But, in order to participate you must be there. From my grading perspective, you are allowed three absences per-semester. Every absence after that will see your final participation and attendance grade reduced by five percentage-points. I do not excuse absences – it is your responsibility to decide when it is appropriate or inappropriate to use one of your “free” absences or to take the grade reduction. The exception to this are absences Lenoir-Rhyne University has designated as excused in college policy. If you have a unique situation, such as an extreme illness or other circumstance, that will cause you to miss a large number of classes during the semester come speak with me.

At the end of the semester your final grade will be calculated using your grades on each of the metrics above and their respective weights, and you will receive a letter grade based on the following grading scale:

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), and F (0-59).

Here are some final notes about grading in the class:

- If you have questions about the grade you received on an assignment, please come see me during office hours or send me an e-mail to schedule an appointment to meet in person. I do not discuss grades over e-mail but am more than happy to sit down

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<sup>1</sup> Katy Perry didn’t say this. Woody Allen is attributed as saying this, but students got tired of seeing the same person in all my syllabi at my previous institution. Also, Woody Allen’s creep level has increased with time, so need to give him the attention.

- with you in person and help you understand why you earned the grade you did and help you get the grade you wish next time.
- If you do not believe that the grade you received is not indicative of your work, I will regrade your assignment for you. You must contact me in writing, sending a memo about why you believe you did not deserve the grade that you received. You must contact me within one week of receiving back your work, if you do not you waive the right for me to reconsider your grade for that assignment. Once I receive your petition in writing I will regrade your work, and the resulting grade, whether higher or lower than your original, will be your final grade for that assignment.
  - Late assignments will be penalized by 10-points per business-day that it is late (Monday through Friday).
  - The only acceptable excuses for not completing an assignment on time are illness or family emergency. If either circumstance arises, I will give you extra time, but only if you (1) communicate with me before the assignment is due, and (2) provide documentation of the circumstance. After that is completed we will discuss a new due date.
  - If you fail to complete an assignment, you will receive a 0 for that assignment.
  - There is only one opportunity for extra credit. There are no others.

### **Attendance Policy**

You are graded on a combination of your attendance and participation (see above). There are a number of items that you are excused for including university sanctioned events, among others. Please see the University Catalog for more information on what constitutes an excused absence.

University policy on attendance is as follows:

Students are expected to attend classes and laboratories as specified by the instructor, who will state his/her attendance policy in writing at the beginning of the semester. No 'allowed' number of absences is automatically granted to a student in any course. Ordinarily, a student will not receive credit if he/she misses more than 25% of the scheduled class meetings unless extenuating circumstances exist. (Lenoir-Rhyne University General Catalog).

### **Student Honor Commitment and Statement of Academic Integrity**

All students at Lenoir-Rhyne University are expected to know and agree to accept the following Lenoir-Rhyne University Statement of Academic Integrity:

A fundamental purpose of a liberal education is its attempt to cultivate in the student a sense of honor and high principles pertaining especially to academics, but extending to all areas of life. An inherent feature of Lenoir-Rhyne is its commitment to an atmosphere of integrity and ethical conduct. As a student of Lenoir-Rhyne, I accept as my personal responsibility the vigorous maintenance of honesty, truth, fairness, civility, and concern for others.

My devotion to integrity demands that I will not cheat in academic work and that I adhere to the established and required community code of conduct. I accept the responsibility for upholding the established standards against those who would violate them. And I understand and accept the consequences of infracting upon or assisting others in infracting upon this code. In addition to and beyond the requirements of any code of law, I affirm my

own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Lenoir-Rhyne in making the concept of honor a reality.

### **Information for Students with Disabilities**

Lenoir-Rhyne University does not discriminate on the basis of physical or mental disability in admission, treatment, and access to any educational programs and activities. Any student with a disability who is eligible for, or has questions regarding accommodations, should contact Sherry Proctor, Director of Disability Services/Section 504 & Title III Coordinator – Rudisill Library 202; (828) 328-7296; [Sherry.Proctor@lr.edu](mailto:Sherry.Proctor@lr.edu).

### **Academic Freedom**

Each student is strongly encouraged to participate in class discussions. In any classroom situation that involves discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where all of us will be encouraged to think and learn from each other. Therefore, be assured that students' grades will not be affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

### **Title IX**

Under Title IX and LRU policy, discrimination based on sex and gender, including sexual orientation and gender identity, is prohibited. If you experience an incident of sex- or gender-based discrimination or misconduct, we encourage you to report it. While you may talk to me or another faculty or staff member about the incident, understand that as a "Mandated Reporter" of the University, faculty members must report what you share to the University's Title IX Coordinator, primarily so the University can assist you with resources and discuss options. If you would like to speak with someone who will afford you complete confidentiality, we encourage you to contact the University's Counseling Center, Student Healthcare Provider, or Pastor. For more information about Title IX and sexual misconduct, including policy, resources, and reporting options, see [www.lr.edu/titleix](http://www.lr.edu/titleix) or contact the University's Vice-President for Diversity, Equity, and Inclusion, Avery Staley, who can be reached at [avery.staley@lr.edu](mailto:avery.staley@lr.edu).

### **Gender Neutral Language and Preferred Pronouns**

Using gender-neutral language means using terms and expressions that do not reinforce traditional gender norms or assumptions. It acknowledges that gender is a spectrum and recognizes the validity of all gender identities. By adopting gender-neutral language, we ensure that everyone feels included, respected, and seen for who they are.

Make an effort to use the correct pronouns for each individual. If you are unsure about someone's pronouns, respectfully ask or use gender-neutral pronouns such as "they/them" until you have more information. [The full policy can be found here.](#)

### **Technology**

Technology's great. It has made us more efficient as a people and has provided humankind

with more ability and power than we've ever had before. But the fact is that laptops, smart phones, and other electronic devices are a distraction to your classmates and to me. Not only that, but research has shown that we learn more when we take notes by hand:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Thus, you may not use electronic devices in class, unless I have asked you to use them for the some aspect of the class. However, should you have a unique reason for needing a laptop to take notes, please contact me and we can make accommodations as necessary.

## **Course Outline (Schedule and Readings)**

*(Note: This is subject to change at the will of the instructor as the semester progresses)*

Logic: *Logic of American Politics*

Principles: *Principles and Practice of American Politics*

### Week 1: Introduction; What is government, why do we have it, & what does it do?

*Monday 8/21 (In-person)*

- Reading
  - No reading. Get a head start on Wednesday's reading.
- Due
  - Nothing due this week

### ***Part I: The Foundations of American Government and Politics***

*Wednesday 8/23 (In-person): Why Government?*

- Reading
  - Logic: Chapter 1 ("The Logic of American Politics")
- Due
  - Nothing due

*Friday 8/25 (Virtual, no class meeting): Weekly Wrap Up Activity 1*

- Reading
  - None
- Due
  - Weekly Wrap Up Activity 1 (Due August 25<sup>th</sup> by 11:59pm):
    - In 250 words address type up your answers to the following questions and then upload in the Weekly Wrap up Activity 1 assignment in Canvas:
      - 1) So far, what is your understanding of the collective action problem based on the reading and lecture so far?
      - 2) What things are you confused about?
      - 3) Come to class with two or three questions you'd like to ask to get clarifications. Ask them if you're still unsure by the end of the lecture on Monday.

### Week 2: Founding of the United States and Writing of the Constitution; Communities Blogging Assignment

*Monday 8/28 (In-person): Why Government? (continued) & Founding and Constitution*

- Reading
  - Principles: Olson, "The Logic Of Collective Action," (1-1)
- Due
  - Nothing due

*Wednesday 8/30 (In-person): Founding and Constitution (continued)*

- Reading
  - Logic: Chapter 2 ("The Constitution")
  - Principles: Madison, "Federalist 10 and 51," (2-1 and 2-2)



- Due
  - Nothing due

*Friday 9/1 (Virtual, no class meeting): Weekly Wrap Up Activity 2 – Communities Blogging Assignment*

- Lecture
  - View the “Introduction to the Communities Assignment” video posted on Canvas
- Reading
  - Read Communities project assignment description\*
- Due
  - Weekly Wrap Up Activity 2 (due 9/1 by 11:59pm):
    - Write 250 words that does the following and then submit online in the appropriate place in the Week 2 module:
      - 1) Explain the community you plan to do your communities blogging project on
      - 2) List three or four potential issues you might want to write blog posts about (you don’t have to do these issues, but this is to get you thinking about them).
      - 3) What might be some challenges you anticipate encountering in completing these blog posts on this topic.

Week 3: Federalism: “We’re all in this together”

*Monday 9/4 (In-person): Federalism Pt. I*

- Reading
  - Logic: Chapter 3 (“Federalism”)
- Due
  - Nothing due

*Wednesday 9/6 (In-person): Federalism Pt. II*

- Reading
  - Principles: Kettl, “Federalism: Sorting Out Who Does What,” (3-1)
  - Feldman, Noah. 2021. "Federalism shows its age fighting COVID-19, climate change," *Milford Daily News*.\*
- Due
  - Nothing due.

*Friday 9/8 (Virtual, no class meeting): Weekly Wrap Up Activity 3*

- Reading
  - None
- Due
  - Weekly Wrap Up Activity 3 (due 9/8 by 11:59pm):
    - In the “Week 3” module on Canvas go to the “Federalism Discussion” discussion forum. Post a discussion post responding to the three discussion/reflection prompts listed there. Please respond to each prompt with at least 150 words.

#### Week 4: Civil Liberties

*Monday 9/11 (In-person): Civil Liberties Pt. I*

- Reading
  - Logic: Chapter 5 (“Civil Liberties”)
- Due
  - Nothing

*Wednesday 9/13 (In-person): Civil Liberties Pt. II*

- Reading:
  - Principles: Supreme Court *Roe V. Wade* (5-2)
  - Gajda, Amy. 2022. “How Dobbs Threatens to Torpedo Privacy Rights in the US”\*
- Due:
  - Nothing due

*Friday 9/15 (Virtual, no class meeting): Weekly Wrap Up Activity 4*

- Reading:
  - “Secret Cameras Record Baltimore’s Every Move From Above”\*
  - Listen to: *RadioLab* “Eye in the Sky”\*
- Due
  - Weekly Wrap Up Activity 4 (due 9/8 by 11:59pm): Read the *Bloomberg* article, “Secret Cameras Record Baltimore’s Every Move From Above” and listen to the Radio lab episode (both linked above) and then respond to the following questions in the “Civil Liberties Discussion” in the “Week 4” module on Canvas. Post a discussion post responding to the three discussion/reflection prompts listed below. Please respond to each prompt with at least 150 words:
    - 1) In your opinion, where is the balance between privacy and security?
    - 2) How should decisions about these matters be made?
    - 3) Using your understanding from Chapter 5, class discussion, and the readings what is the standard that the U.S. (Congress, Supreme Court) has typically used to make these decisions, or is there no set standard?

#### Week 5: Civil Rights

*Tuesday 9/18 (In-person): Civil Rights Pt. I*

- Reading
  - Logic: Chapter 4 (“Civil Rights”)
- Due
  - Nothing

*Wednesday 9/20 (In-person): Civil Rights Pt. II*

- Reading
  - Principles: Levitt (4-2)
  - Menand (2013): “The Color of Law,” *The New Yorker*\*
- Due
  - Blog Post 1 due by 11:59pm

*Friday 9/22 (Virtual, no class meeting): Weekly Wrap Up Activity 5*

- Reading
  - None
- Due
  - Weekly Wrap Up Activity 5 (due 9/22 at 11:59pm)
    - In 250 words or more, do the following:
      - 1) First, describe and discuss the differences between civil rights and civil liberties – both conceptually and in practice.
      - 2) Second, describe and discuss the similarities between the two.
      - 3) Third, discuss how civil liberties and civil rights work together to protect American citizens.

## ***Part II: The Formal Institutions of American Government***

### Week 6: Congress

*Monday 9/25 (In-person): Congress Pt. I*

- Reading
  - Logic: Chapter 6 (“Congress”)
- Due
  - Nothing

*Wednesday 9/27 (In-person): Congress Pt. II*

- Reading
  - Review Logic Chapter 6
- Due
  - Nothing due

*Friday 9/29 (Virtual, no class meeting): Weekly Wrap Up Activity 6*

- Reading
  - None
- Due
  - Class Preparation Activity 6 (Due 9/29 at 11:59pm)
    - Respond to this question in 250 words or more and submit the response to Canvas in the appropriate spot in the Week 6 folder:

Would you rather serve in the House of Representatives or the Senate? If you were elected from your home district, or state, which committees would you like to serve on and why?

### Week 7: Congress & Mid-Term Exam Review

*Monday 10/2 (In-person): Congress Pt. III*

- Reading
  - Principles: Smith, “Congress, the Troubled Institution,” (6-1)
  - Principles: Binder, “Legislating in Polarized Times,” (6-2)

- Due
  - Nothing

*Wednesday 10/4 (In-person): Congress Pt. IV & Mid-Term Exam Review*

- Reading
  - Review Congress readings
- Due
  - Nothing

*Friday 10/6 (Virtual, no class meeting): Weekly Wrap Up Activity 7*

- Reading
  - Review notes and readings from first half of class
- Due
  - Weekly Wrap Up Activity 7 (Due 10/6 by 11:59pm)
    - Looking through the study guide for the exam, what are you unclear about for the mid-term exam?
      - 1) Make a list in a document and save it.
      - 2) Then, review those areas of the reading and your notes from lecture.
      - 3) Return to your document with the list and write about your improvement in understanding of the things you were unclear on.
      - 4) At the end of this document note anything you are still unclear on and your strategy for improving your understanding.
      - 5) Submit to Canvas in the appropriate place in the Week 7 folder the document containing the list you created (1 above), your documentation of improvement (3 above), and the list of things you are still unclear on and strategy for improvement (4).

#### Week 8: Fall Break; Mid-Term Exam

*Monday 10/9 (No Class Meeting): Fall Break*

- Reading
  - None, finally!
- Due
  - Fall break

*Wednesday 10/11 (No In-Person class today, Professor Jenkins available for virtual meetings): Mid-Term Exam Review*

- Reading
  - Review your notes, the readings, and study guide.
- Due
  - Use the time you would have spent in class to review for the mid-term exam. If you have questions about anything I will be available to meet via Zoom. A link to the Zoom meeting will be sent out ahead of time, or email me to meet.

*Friday 10/13: Mid-Term Exam (Online from home, library, or classroom)*

- Complete the mid-term exam on Canvas. It will be available between 8am and 11:59pm. You will have 85 minutes to complete the exam. This means you must begin it by 10:34pm to have the full time to complete the exam.
- You do not need to be in the classroom to take the exam. You may take it from the library, your housing, the computer lab, or wherever else is available and convenient. The exam is closed note, closed book. Please do not cheat or commit academic dishonesty.

### Week 9: The Presidency; The Judiciary Pt. I

*Monday 10/16: The Presidency*

- Reading
  - Logic: Chapter 7 (“The Presidency”)
- Due
  - Nothing due

*Wednesday 10/18: The Judiciary Pt. I (and we may use a bit of time to finish the presidency lecture)*

- Reading
  - Logic Chapter 9 (“The Federal Judiciary”)
- Due
  - Blog Post 2 due

*Friday 10/20 (Virtual, no class meeting): Weekly Wrap Up Activity 8*

- Reading
  - None
- Due
  - Weekly Wrap Up Activity 8 (Due 10/20 by 11:59pm)
    - Respond to this question in 250 words or more and submit the response to Canvas in the appropriate spot in the Week 9 module:
    - First, address where does the Supreme Court’s legitimacy come from? Is it the Constitution? The public? Somewhere else? Second, write about the ways the Supreme Court’s legitimacy matters? Third, do you think the Court is perceived as legitimate in current politics?

### Week 10: The Judiciary Pt. II; Political Parties Pt. I

*Monday 10/23: The Judiciary Pt. II*

- Reading
  - Principles: Hamilton, “Federalist 78,” (9-3)
  - Yee (2017): “Judge Blocks Trump Effort to Withhold Money From Sanctuary Cities,” *Washington Post*.\*
- Due
  - Nothing due

### ***Part III: Connections Between the Government and the Public***

*Wednesday 10/25: Political Parties I*

- Reading:
  - Logic: Chapter 12 (“Political Parties”)
- Due
  - Nothing due

*Friday 10/27 (Virtual, no class meeting): Weekly Wrap Up Activity 9*

- Reading
  - Principles: Fiorina, “Parties as Problem-Solvers,” (12-3)
- Due
  - Weekly Wrap Up Activity 9 (Due 10/27 by 11:59pm)
    - Thoughtfully respond to the following prompts in at least 3-5 sentences per prompt. Post your responses to the “Parties Discussion” discussion board found in the Week 10 module on Canvas.

1) Is the two-party system broken? If yes, what do you mean by broken and why is it broken? If no, why not?

2) Political Scientist E. E. Schattschneider once wrote, “Modern democracy is unthinkable save in terms of parties.” Why might Schattschneider say this? In what ways do parties make democracy work? Do you agree or disagree with this statement? Why?

3) Are parties still problem solvers, as Morris Fiorina claims? What sort of problems do parties solve in Fiorina’s view, and is that true today? Thinking about the 2016 and 2020 elections, and politics since, have parties become better or worse problem-solvers?

Week 11: Political Parties Pt. II; Campaigns and Elections

*Monday 10/30: Political Parties II*

- Reading
  - Masket (2016): “Why Parties Never Die,” *Politico*.\*
- Due
  - Nothing

*Wednesday 11/1: Campaigns and Elections*

- Reading:
  - Logic: Chapter 11 (“Voting, Campaigns, and Elections”)
- Due
  - Nothing

*Friday 11/3 (Virtual, no class meeting): Weekly Wrap Up Activity 10*

- Reading
  - Review parties readings
- Due

- Weekly Wrap Up Activity 10 (Due 11/3 by 11:59pm)
  - Last week you were asked to complete a weekly wrap up activity that asked you to respond thoughtfully to three prompts in a discussion forum. For Weekly Wrap up Activity 10, reply thoughtfully to three of your classmates posts from last week (Activity 9). To do so, go to the Week 10 module and back to the “Parties Discussion” forum. Then select three different classmates to reply to.

In each reply, you should reply to your classmates post by 1) discussing where you agree with them (and why), 2) where you disagree with them (and why), 3) highlighting things they brought up that you hadn’t thought of, and 4) suggesting additional things for them to consider. The best responses will engage critically with your classmates’ responses and draw on the readings, lecture, and discussions in class.

## Week 12: Interest Groups

*Monday 11/6:*

- Reading
  - Logic: Chapter 13 (“Interest Groups”)
- Due
  - Nothing due

*Wednesday 11/8:*

- Reading
  - Principles: Schattschneider, “The Scope and Bias of the Pressure System,” (13-1)
- Due
  - Nothing due

*Friday 11/10 (Virtual, no class meeting): Weekly Wrap Up Activity 11*

- Reading
  - Review parties readings
- Due
  - Weekly Wrap Up Activity 11 (Due 11/10 by 11:59pm)
    - Respond to the following question in 250 words or more and submit the response to Canvas in the appropriate spot in the Week 12 module:

Think of groups that you are a member of or that you encounter frequently. Do they try to lobby the government, or are they members of a larger group that lobbies the government (such as a trade organization or broader religious organization)? Pick one of these groups and investigate the strategies and tactics they use to lobby members of the government at either the federal or the state level. Write about those strategies and tactics they use, and which level(s) of government they lobby.

### Week 13: The Media – Our Window to the World

*Monday 11/13:*

- Reading
  - Logic: Chapter 14 (“The News Media”)
- Due
  - Nothing

*Wednesday 11/15:*

- Reading
  - Hamilton, “The Market and the Media”\*
  - Principles: Allcott and Gentzkow, “Social Media and Fake News in the 2016 Election” (14-1)
- Due
  - Nothing (but remember your blog reflection paper is due in two weeks).

*Friday 11/17 (Virtual, no class meeting): Weekly Wrap Up Activity 12*

- Reading
  - None
- Due
  - Weekly Wrap Up Activity 12 (Due 11/17 by 11:59pm)
    - Respond to the following question in 250 words or more and submit the response to Canvas in the appropriate spot in the Week 13 module:

For a 24-hour period, pay careful attention to your use of the media. Note where you get information about current events from, how frequently, and what other sorts of media you use for non-news use. Make a log of your media consumption and usage for the whole 24-hour period recording the details mentioned above. Reflect upon this log. What do your media habits say about you and your politics?

### Week 14: Public Opinion Pt. I; Thanksgiving Break

*Monday 11/20: Public Opinion Pt. I*

- Reading
  - Logic: Chapter 10 (“Public Opinion”)
- Due
  - None

*Wednesday 11/22: No class, Thanksgiving Break*

- Reading
  - Nothing (woohoo!)
- Due
  - Nothing (yay!)

*Friday 11/24: No class, Thanksgiving break*



- Reading
  - None
- Due
  - Nothing

#### Week 15: Public Opinion Pt. II

*Monday 11/27: Public Opinion Pt. II (Note: last day of formalized, in-person class for this course)*

- Reading
  - TBD
- Due
  - Nothing

*Wednesday 11/29: Flex Day/ Study-Review Session*

Note: we won't hold class proper, today. But I'll be available, either in my office or in the classroom, to answer any questions you have as you start preparing for the final exam. If you don't have any questions right now, spend the time either working on your reflection paper, study guide (due Friday), or studying for the final.

- Reading
  - Review second half of class readings
- Due
  - Communities Reflection Paper due on Canvas (submit by 11:59pm on 11/29)

*Friday 12/1 (Virtual, no class meeting): Weekly Wrap up Activity Extra Credit*

- Reading
  - Review second half of class readings, lecture notes, etc.
- Due
  - Weekly Wrap Up Activity Extra Credit (Due 12/1 by 11:59pm)
    - If you missed a weekly wrap up activity, you may complete the following to make up one of the Weekly Wrap Up Activities you missed.
    - If you did not miss any Weekly Wrap Up Activities, you may complete the following assignment for extra credit (worth up to an additional 8.33-points) added to your Weekly Wrap Up Activity grade for the course.
    - Looking through the study guide for the final exam, what are you unclear about for the final exam?
      - 1) Make a list in a document and save it.
      - 2) Then, review those areas of the reading and your notes from lecture.
      - 3) Return to your document with the list and write about your improvement in understanding of the things you were unclear on.
      - 4) At the end of this document note anything you are still unclear on and your strategy for improving your understanding.
      - 5) Submit to Canvas in the appropriate place in the Week 15 module

the document containing the list you created (1 above), your documentation of improvement (3 above), and the list of things you are still unclear on and strategy for improvement (4).

**Final: The final exam will be offered during the final exam period. It will be offered on Canvas much like the mid-term. Our final exam period will be announced when the final exam schedule is made available.**