

PSCI 201: American Government

Wingate University

Fall 2020

Mon., Wed., Fri. 1:00 – 1:50

Instructor Contact Information

Instructor: Dr. Chelsea Kaufman

Email: c.kaufman@wingate.edu

Student Meeting Hours (Google Meet): Mon & Wed. 10-12, Tues. & Thurs. 9:30 – 12:30

Course Description

Essentials of American government, with attention to the nature and origin of national government. We will begin by examining what has shaped the political system that is present today – American culture, political thought, and important historical transformations of the system. We will then move on to learn about the institutions that exist in the present-day system in this context of this history. Next, we will learn about how the people are connected to this system – what do they think about politics, and what do groups like parties, special interests, and the media do? Finally, we will tie each of these together in learning about how they shape contemporary public policy debates in American politics.

Course Goals & Objectives

By the end of this course, you should be able to achieve the following goals and objectives, as assessed through assignments and examinations:

- Understand the function of political institutions in the United States and how they have changed throughout history
 - *Identify the three branches of government and both their constitutional and implied powers*
 - *Identify informal institutions in the American government (i.e. political parties) and their roles and functions*
 - *Analyze the relationships between each of these institutions*
 - *Describe how each of these institutions have changed throughout history*
- Understand how forces such as societal and cultural changes, historical events, and political thought have shaped these institutions and their changes
 - *Identify reasons why a political institution may have changed*
 - *Explain the reasons that specific institutions changed over time*
- Understand how the people interact with these institutions in the context of culture, history, and current events and policy debates
 - *Summarize information about current events*
 - *Compare perspectives on current political events*
 - *Evaluate information about current political events seen in the news*
 - *Identify the role of citizens and interest groups in current events*

Dr. Kaufman's Teaching Philosophy & Student Success

As a teacher, my goal is to help you achieve the course objectives. Each assignment, lecture, and exam should help us to achieve these goals and objectives. I believe that each student can succeed in this course, and have tried to provide you with all of the necessary resources. If you pay attention to the course objectives, complete the course requirements and follow the tips for success that I outline, you can meet the expectations that I have for you in this course.

I understand that we all learn differently, and I will try to address this through the structure of my lectures, assignments and examinations. If you feel as though the methods I am using are not helping you to understand, please let me know. I take teaching very seriously, and I expect you to take your studies seriously as well. If you let me know that my class is not helping you understand the material, we can work together to help you succeed.

Tips for Success

- Remember that you need to be positive! All students have the ability to learn in this course, as long as they take responsibility and follow the guidelines and requirements that I have outlined. Your ability to succeed in this course is in your control.
- Complete all of the items listed on Canvas. Remember that in a traditional course, you should expect to spend at least 2 hours outside of class working for every hour that you are in class during the week. In this accelerated online course, you may need to devote several hours to coursework each day. If you cannot devote this much time to the course, then you may struggle to achieve the course goals.
- Don't get behind on the material! Don't wait until the day before an assignment is due to do all of the associated work or your understanding of the material and the quality of your work will suffer. Also, do not wait until the exam is upon us to tell me that you don't understand a concept (or concepts); I am here to help you learn and understand, but there is only so much that we can accomplish in a short period of time.
- That being said, don't be afraid to ask me questions. I check my email multiple times per day, am available via zoom, and you can schedule an appointment to meet me in my office on campus if you prefer.

Course Requirements

Required Materials

- You must be able to reliably access the Internet so that you may use Canvas and other web-based applications (Google Meet, FlipGrid, Google Docs, Zeetings, Discord, etc.).
- All course readings or other materials (e.g. podcasts) will be made available on Canvas or can be accessed through the library. Rather than purchasing a textbook, the readings will consist of e-books available in the library or scans of these books; historic documents archived online; news articles concerning relevant/current events; or short articles written by experts on the topic (i.e. posts on *The Monkey Cage*, a blog written by political scientists and published in *The Washington Post*). You should be able to access several articles per month for free or access them through the library (ProQuest database).
- If you are struggling with the material and would like to reference a textbook, a Free online American Government textbook is available at:
<https://cnx.org/contents/nY32AU8S@5.1:SjdU64Og@9/Introduction>

Reading Quizzes

For most modules, you will have an online quiz due concerning the material for that module. Questions may be multiple choice, matching, true/false, or short answer. They will also ask you to summarize the material for the module and give you a chance to ask me questions. The purpose of these will be not only to ensure that you are keeping up with the reading for the course but also to help you understand the key information from the readings for the examination. There are 12 quizzes in total, and the lowest 2 quiz scores will be dropped. They are 10 points each, so together they are worth 10% of your grade.

Assignments

Discussion Prompts

You will be required to write several short papers, discussion posts, and/or FlipGrid videos in response to various prompts throughout the semester. Instructions and a rubric will be provided with each prompt. These assignments are intended to help you apply the course material and engage with your fellow classmates. These assignments will be worth 15 points each and I will drop the two lowest assignment scores. Together they will be worth 15% of your overall grade. Refer to the individual discussion prompt instructions for more details.

Final Project: Public Policy Brief Symposium

The final project this semester involves analyzing a public policy issue in the state of North Carolina and producing a policy brief to share with relevant stakeholders. During the final exam period, each student will present their briefs in a public policy symposium (by uploading a narrated PowerPoint or participating live on Google Meet) to demonstrate comprehensive understanding of American government and apply what we have learned in the course to a professional setting. The brief itself will be completed in Google Docs to collaborate with your group. The project will be worth 25% of your total grade. Refer to the final project instructions for more details.

The project will be completed in several components:

- Select your topic due midnight Wednesday, 9/20 (10 points)
- Annotated bibliography & outline due midnight Sunday, 10/18 (20 points)
- Rough draft of brief due midnight Sunday, 11/22 (20 points)
- Final policy brief and presentation due during final exam period, 12/9 (200 points)

Examinations

There will be three examinations in this course. Each exam will consist of multiple choice, matching, true/false, short answer, and/or essay questions. I will provide specific information including a study guide to prepare you for each exam. All exams will be administered on Canvas. You may complete them any time during the period assigned, but they must be completed in one sitting, with a time limit specified in the exam instructions. Please meet with me at least one week in advance to discuss accommodations.

Each exam will cover the following modules:

- Exam 1 – due 9/27: American democracy and political culture; independence - constitution; checks and balances, separation of powers, and federalism; civil liberties (125 points)
- Exam 2 – due 10/25: civil rights; the legislative branch; the presidency and the executive branch; the judicial branch (125 points)
- Exam 3 – due 11/29: Public opinion; political parties; the media; interest groups and campaign finance; elections and political participation (150 points)

Grades

Midterm grades will be assessed as of the points earned by October 16, 2020. Final grades will be assessed based on the total out of 1,000 points earned throughout the semester as follows:

- Assignments – 15%
- Quizzes – 10%
- Examinations – 40%
- Final project – 25%
- Participation – 10%

Midterm Grading Scale

- | | | |
|-----------------|----------------|----------------|
| • A+: 97 – 100% | • B-: 80 – 83% | • D: 63 – 67% |
| • A: 93 – 97 % | • C+: 77 – 80% | • D-: 60 – 63% |
| • A-: 90 – 93% | • C: 73 – 77% | • F: < 60% |
| • B+: 87 – 90% | • C-: 70 – 73% | |
| • B: 83 – 87% | • D+: 67 – 70% | |

Final Grading Scale

- | | | |
|-----------------|----------------|----------------|
| • A+: 97 – 100% | • B: 83 – 87% | • C-: 70 – 73% |
| • A: 93 – 97 % | • B-: 80 – 83% | • D+: 67 – 70% |
| • A-: 90 – 93% | • C+: 77 – 80% | |
| • B+: 87 – 90% | • C: 73 – 77% | |

Course Policies

Late Assignments

Late assignments will receive a penalty of 10% off per day late. No work, including the final project, will be accepted after the scheduled final exam period, however. If the final project is not presented during the final exam period (and other arrangements have not been made) with an accompanying Google Docs submission, your entire group will receive a zero.

“Attendance” and Participation

There is no requirement to attend this course in person. Students may attend in person or using videoconference. To maintain occupancy limits, students will be divided into three groups. You are encouraged to build a community within these small groups, such as working together to study course material and answer each other’s questions about the course. One group will attend in-person each day (Monday, Wednesday, or Friday). The in-person class time will be used for activities, discussions, and to allow students time to ask the instructor questions in person. Although students are not required to attend class, success in this course requires participation. Students who do not attend in-person on the day they are assigned or via video conference at least once during the week will lose up to 10 participation points each week. Keep in mind that lack of participation will not only hurt your grade, but also overall understanding of the course material.

All students start with 100 participation points and will lose points for failure to participate or failure to be civil to their fellow classmates. There are several ways that participation will be gauged in the classroom. Students may choose to contribute to the discussion by 1) speaking up with questions or comments 2) posting questions or comments in the chat 3) responding to other students’ questions 4) participating in an in-class activity 5) responding to online polls.

Another aspect of your course participation will be assessed through your own contributions to online discussions (written or video) in your assignments. Although these will primarily be graded as assignments, I reserve the right to deduct up to 10 participation points each time that a student does something disruptive to the class, such as making inappropriate comments in these discussion boards (see next section). Please contact the instructor if extenuating circumstances prevent you from attending or participating in-person or virtually.

Civility to Others

Note that I respect you and your classmates, and I expect you to return this respect and respect your fellow classmates. It is my intent that students from all identities, backgrounds, and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity and singularity students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful and inclusive of diversity, including race, ethnicity, socioeconomic status, gender identity, sexuality, disability, age, nationality, religion, and culture. I want to encourage a learning environment that encourages critical thinking – but this does not mean that you should be disrespectful of others.

Examples of disrespect would be insulting others, making biased statements about others, “yelling” at people (all caps typing), or swearing at people (this is not a comprehensive list). In short, treat others how you would want to be treated, even if you disagree! Repeated or excessive disruptive or disrespectful behavior may result in loss of participation points. If you are disrupting others' ability to participate or adding only disrespectful comments to a discussion you are not fully participating and have therefore not earned your potential participation grade.

A key aspect of civility this semester is adhering to the **requirement to wear a mask** (unless the university changes this requirement due to new developments). This action will help to protect other students in the case that you become ill but are not yet symptomatic. Students attending in person who do not have a mask will be provided with one or asked to retrieve one. If students refuse to wear a mask, they will be asked to leave class. They will be asked to follow up with me afterwards and I will be notifying the Department Chair, the Dean, and the Student Affairs team. Students who cannot wear a can attend class virtually to engage with their fellow classmates. Because it may be difficult to understand people who are speaking with their mask on, especially over video conferences, communication using the class chat is encouraged.

Quiz and Examination Makeups

Because exams are conducted online, they will only be rescheduled for extenuating circumstances such as a death in your family, a major illness, or emergency (including technological errors). Quizzes may be submitted late at a penalty of 10% off per day. Makeups may also be granted for quizzes due to issues like technological errors. Please contact me as soon as possible to discuss scheduling any makeup exams or quizzes. Documentation may be required.

Academic Integrity & Honor Code

Membership in the Wingate University community is a privilege conferred by reason of demonstrated merit and sustained by a continuing commitment to high standards of performance and conduct. The university expects that all members of the community will voluntarily conduct themselves in a manner reflecting respect for all other members of the community. It is the responsibility of all Wingate University students to report any suspected violations of the Honor Code. Failure to do so will result in consequences outlined in the Wingate University Student Handbook.

The Wingate University Honor Code states that:

- *Wingate University students do not lie, cheat, steal, or plagiarize, nor do they tolerate in their company the presence of one who does.*

- *Wingate University students conduct themselves at all times in a manner that is conducive to the maintenance of a strong, positive environment for study and learning.*
- *Wingate University students respect the rules and regulations of the university as outlined in the student handbook.*

If you have any questions about these standards in relation to your assignments, please feel free to contact me or stop into my office to discuss.

Resources

Disability Support

If you have a disability and require accommodations, you are encouraged to let me know at the beginning of the semester. In order to receive accommodations, you must also register for disability support services by contacting Ms. Kristin Wharton (kwharton@wingate.edu), Director of Disability Support Services. The disability support services office is on the 2nd floor of the Ethel K. Smith Library in the Academic Resource Center. All communication will remain confidential.

Counseling Services

If you find yourself requiring support during the semester, Wingate University's Office of Counseling Services provides confidential, free, short-term mental health treatment. You can contact them by calling Ms. Lori Hinnant at (714) 233-8979 or email at l.hinnant@wingate.edu.

Writing Center

For any students who would like assistance with developing their writing skills, The Writing Center is available to help you with your papers. To make an appointment email writingcenter@wingate.edu or call Mr. Kevin Winchester at (714) 233-8070.

Software

The university provides you with Office 365 for free. You can use this software to produce, edit, and store papers, presentations, and spreadsheets (among other creations). When completing written assignments for this class, I recommend you do this in a word processor that will check your grammar and spelling in addition to your own proofreading, as well as provide a built-in method of inserting proper in-text citations and a bibliography. Microsoft Word can perform all of these functions.

If you encounter technical difficulties, help is available! Follow the steps below:

- [Canvas guides](#) can help you to navigate the course, use its features, or change your settings.
- The Wingate Help Desk may be able to help you with other technological difficulties. Email them at helpdesk@wingate.edu and copy me c.kaufman@wingate.edu. Remember to include a screenshot showing your issue if possible.
- You must follow these steps before asking for an extension due to technical difficulties on any course assignment.

Course Outline

All items in the Canvas modules (assignments, readings, quizzes, examinations, etc.) are outlined in detail below. I may add to or change the readings listed here. Any additional readings will be posted on Canvas in the corresponding module. Additional materials, such as videos, news articles, or PowerPoint slides for each week will be uploaded to Canvas as well.

A Note on the Course Outline

The course outline presented here is only tentative. Course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, and a revised semester calendar and/or grading scheme. You are responsible for checking Canvas for announcements and other updates.

If an event occurs that would affect the course outline, such as a weather-related emergency, please refer to Canvas for an announcement and check your email for instructions from Dr. Kaufman.

Part 1: The origins and context of the American Political System

August 24 – 30

- Attend at least one online class session

Introduction to the course

- Look over Canvas page and syllabus

American democracy and political culture

- Freedom House. 2019. "Democracy in Retreat." *Freedom in the world 2019*. <https://freedomhouse.org/report/freedom-world/freedom-world-2019/democracy-in-retreat>
- More in Common. "The Perception Gap." <https://perceptiongap.us/>
- Pew Research Center. 2018. "The Public, the Political System, and American Democracy." *Pew Research Center US Politics & Policy*, April 26. <https://www.people-press.org/2018/04/26/the-public-the-political-system-and-american-democracy/>
- PEW Research Center. 2018. *US Immigration Mini-Course*. <https://mailchi.mp/pewresearch.org/u-s-immigration-mini-course>
- PEW Research Center. 2017. "The Partisan Divide on Political Values Grows Even Wider." *PEW Research Center US Politics & Policy*, October 5. <https://www.people-press.org/2017/10/05/the-partisan-divide-on-political-values-grows-even-wider/>
- Stokes, Bruce. 2017. "What it Takes to Truly be 'One of Us.'" *Pew Research Center Global Attitudes & Trends*, February 1. <https://www.pewglobal.org/2017/02/01/what-it-takes-to-truly-be-one-of-us/>

Assignments and quizzes

- Prompt 1: Intro discussion board – due 8/30
- Quiz 1 – due 8/30

August 31 – September 6

- Attend at least one online class session, with attendance required on 9/4 (guest speaker)

Independence through the Constitution

- Beeman, Richard R. "The Constitutional Convention of 1787: A Revolution in Government." <https://constitutioncenter.org/interactive-constitution/white-pages/the-constitutional-convention-of-1787-a-revolution-in-government>
- Madison, James. 1787. "The Federalist Papers: No. 10: The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection." *The Avalon Project: Documents in Law, History, and Diplomacy*. Yale Law School: Lillian Goldman Law Library. http://avalon.law.yale.edu/18th_century/fed10.asp
- Madison, James. 1788. "The Federalist Papers: No. 51: The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." *The Avalon Project: Documents in Law, History, and Diplomacy*. Yale Law School: Lillian Goldman Law Library. http://avalon.law.yale.edu/18th_century/fed51.asp
- National Constitution Center. 2018. "10 reasons why America's first constitution failed." *Constitution Daily*, November 17. <https://constitutioncenter.org/blog/10-reasons-why-americas-first-constitution-failed>
- Rudalevige, Andrew. 2017. "Too many Americans know too little about the Constitution. Here's how you can fix that." *The Monkey Cage* [blog], June 27. https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/27/too-many-americans-know-too-little-about-the-constitution-heres-how-you-can-fix-that/?utm_term=.b1aa3734abc5
- Victor, Jennifer. 2019. "Which parts of the US Constitution have aged least well?" *Mischiefs of Faction* [blog], April 1. <https://www.vox.com/mischiefs-of-faction/2019/4/1/18290934/constitution-aged-least-well>

Assignments and quizzes

- Prompt 2: Which part of the Constitution has aged least well? – due 9/6
- Quiz 2 – due 9/6

September 7 – 13

- No class on 9/7 – Monday students should attend another session by videoconference

Federalism, checks and balances, and separation of powers

- Friedersdorf, Conor. 2018. "The Superiority of a States' Rights Approach to Marijuana." *The Atlantic*, January 4. <https://www.theatlantic.com/politics/archive/2018/01/the-superior-morality-of-a-states-rights-approach-to-marijuana/549707/>
- Lacour, Greg. 2017. "HB2: How North Carolina Got Here." *Charlotte Magazine*, March 30. <http://www.charlottemagazine.com/Charlotte-Magazine/April-2016/HB2-How-North-Carolina-Got-Here/>
- Michener, Jamila. 2017. "People who get Medicaid are made to feel powerless. That pushes them out of politics and toward fatalism." *The Monkey Cage* [blog], August 17. https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/17/people-who-get-medicaid-are-made-to-feel-powerless-that-pushes-them-out-of-politics-and-toward-fatalism/?utm_term=.627a57274540
- Rudalevige, Andrew. 2017. "Happy birthday, America! Here's what you need to know about federalism." *The Monkey Cage* [blog], July 4. <https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/04/happy-birthday-america-heres-what-you-need-to-know-about-federalism/>

[cage/wp/2017/07/04/happy-birthday-america-heres-what-you-need-to-know-about-federalism/?utm_term=.942b65d859b7](https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/04/happy-birthday-america-heres-what-you-need-to-know-about-federalism/?utm_term=.942b65d859b7)

- SoRelle, Mallory, and Alexis. N. Walker. 2017. “Both Democrats and Republicans care about ‘states’ rights’ – when it suits them.” *The Monkey Cage* [blog], June 23. https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/23/both-democrats-and-republicans-care-about-states-rights-when-it-suits-them/?utm_term=.66b3a43d3b85

Assignments and quizzes

- Quiz 3 – due 9/13

September 14 – 20

Civil liberties

- Read one court case summary from oyez.org (suggestions provided on Canvas).
- Bui, Quoctrung, and Margot Sanger-Katz. 2017. “How to Prevent Gun Deaths? Where Experts and the Public Agree.” *The Upshot* [blog], Jan. 10. https://www.nytimes.com/interactive/2017/01/10/upshot/How-to-Prevent-Gun-Deaths-The-Views-of-Experts-and-the-Public.html?_r=0
- Chokshi, Niraj. 2018. “What College Students Really Think About Free Speech.” *The New York Times*, March 12. <https://www.nytimes.com/2018/03/12/us/college-students-free-speech.html>
- Legal Information Institute. “Incorporation Doctrine.” *Cornell Law School*, https://www.law.cornell.edu/wex/incorporation_doctrine.
- Friedersdorf, Conor. 2017. “America’s Many Divides Over Free Speech.” *The Atlantic*. October 9. <https://www.theatlantic.com/politics/archive/2017/10/a-sneak-peek-at-new-survey-data-on-free-speech/542028/>
- Maniam, Shiva. 2016. “Americans feel the tensions between privacy and security concerns.” *Pew Research Center Fact Tank*, February 19. <https://www.pewresearch.org/fact-tank/2016/02/19/americans-feel-the-tensions-between-privacy-and-security-concerns/>
- Montanaro, Domenico. 2019. “Poll: Majority Want to Keep Abortion Legal, but they also Want Restrictions.” *NPR*, June 7. <https://www.npr.org/2019/06/07/730183531/poll-majority-want-to-keep-abortion-legal-but-they-also-want-restrictions>
- Parker, Kim, Julian Menasce Horiwitz, Ruth Igielnik, J. Baxter Oliphant, and Anna Brown. 2017. “America’s Complex Relationship with Guns.” *PEW Research Center Social & Demographic Trends*, June 22. <https://www.pewsocialtrends.org/2017/06/22/americas-complex-relationship-with-guns/>
- Pew Research Center. 2015. “Less Support for Death Penalty, Especially Among Democrats.” *Pew Research Center US Politics & Policy*, April 16. <https://www.people-press.org/2015/04/16/less-support-for-death-penalty-especially-among-democrats/>
- Pew Research Center. 2015 “Religious Landscape Study.” *Religion & Public Life*, <https://www.pewforum.org/religious-landscape-study/>
- Shapiro, Leslie, Sahil Chinoy, and Aaron Williams. 2018. “How Strictly are Guns Regulated Where you Live?” *The Washington Post*, February 20. <https://www.washingtonpost.com/graphics/2017/national/assault-weapons-laws/>

Assignments and quizzes

- Prompt 3: What decision would you make on free speech – due 9/20
- Select roles for final project – due 9/20
- Quiz 4 – due 9/20

September 21 – 27

Civil rights

- Achenbach, Joel, and Dan Keating. 2017. “New research identifies a ‘sea of despair’ among white, working-class Americans.” *The Washington Post*. March 23. https://www.washingtonpost.com/national/health-science/new-research-identifies-a-sea-of-despair-among-white-working-class-americans/2017/03/22/c777ab6e-0da6-11e7-9b0d-d27c98455440_story.html?utm_term=.c7d114722ed8
- Badger, Emily, and Quoctrung Bui. “Detailed maps show how neighborhoods shape children for life.” *The Upshot* [blog], October 1, 2018. <https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html>
- Crenshaw, Kimberlé. 2016. “The Urgency of Intersectionality.” *TED*, TEDWomen October 2016. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
- Cohn, Nate, and Kevin Quealy. 2020. “How Public Opinion has Moved on Black Lives Matter.” *The Upshot* [blog], June 10. <https://www.nytimes.com/interactive/2020/06/10/upshot/black-lives-matter-attitudes.html>.
- Cohen, Alex, and Wilfred U. Codrington III. 2020. “The Equal Rights Amendment Explained.” *Brennan Center for Justice*, Jan. 23. <https://www.brennancenter.org/our-work/research-reports/equal-rights-amendment-explained>
- Civil Rights Movement Veterans. “Civil Rights Movement History, 1951 – 1968.” Retrieved June 6, 2019. <https://www.crmvet.org/tim/timhome.htm> (Read the text above the “historical context” links at the bottom)
- Civil Rights Movement Veterans. “Civil Rights Movement Voting Rights: Are You ‘Qualified’ to Vote? Take a ‘Literacy Test’ to Find Out.” Retrieved June 6, 2019. <https://www.crmvet.org/info/lithome.htm> (Read the “background” section at the bottom)
- Miller, Claire Cain. “Children Hurt Women’s Earnings, but Not Men’s (Even in Scandinavia).” *The Upshot* [blog], February 5, 2018. <https://www.nytimes.com/2018/02/05/upshot/even-in-family-friendly-scandinavia-mothers-are-paid-less.html>
- Rab, Lisa. “What Makes Someone Native American?” *The Washington Post*, August 20, 2018. https://www.washingtonpost.com/news/style/wp/2018/08/20/feature/what-makes-someone-native-american-one-tribes-long-struggle-for-full-recognition/?utm_term=.3512c1a0e267
- Schulten, Susan. “The Crooked Path to Women’s Suffrage.” *The New York Times*, June 4, 2019. <https://www.nytimes.com/2019/06/04/opinion/the-crooked-path-to-womens-suffrage.html>

Assignments and quizzes

- Prompt 4: What about the American dream – due 9/27
- Quiz 5 – due 9/27
- Exam 1 – due 9/27

Part 2: American political institutions

September 28 – October 4

The legislative branch

- Astor, Maggie, and K.K. Rebecca Lai. 2018. "What's Stronger than a Blue Wave? Gerrymandered Districts." *The New York Times*, November 29. <https://www.nytimes.com/interactive/2018/11/29/us/politics/north-carolina-gerrymandering.html>
- Bacon Jr., Perry. 2018 "What we actually know about 'electability.'" *FiveThirtyEight*, September 6. <https://fivethirtyeight.com/features/what-we-actually-know-about-electability/>
- Binder, Sarah. 2017 "This is why the Senate is at a nuclear brink." *The Monkey Cage* [blog], April 5. https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/05/this-is-why-the-senate-is-at-a-nuclear-brink/?utm_term=.56044b3bb887
- Bycoffe, Aaron, Ella Koeze, David Wasserman, and Julia Wolfe. 2018. "The Atlas of Redistricting." *FiveThirtyEight*, Jan. 25. <https://projects.fivethirtyeight.com/redistricting-maps/>
- Conroy, Meredith. 2018 "At least 123 women will be in the next Congress. Just 19 are Republicans." *FiveThirtyEight*, November 16. <https://fivethirtyeight.com/features/at-least-123-women-are-headed-to-congress-just-19-are-republicans/>
- Gilens, Martin, and Benjamin I. Page. 2016. "Critics argued with our analysis of US political inequality. Here are 5 ways they're wrong." *The Monkey Cage* [blog], May 23. https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/23/critics-challenge-our-portrait-of-americas-political-inequality-heres-5-ways-they-are-wrong/?utm_term=.918b53810f25
- Koger, Gregory. 2018. "The job of Congress: a primer." *Mischiefs of Faction* [blog], April 17. <https://www.vox.com/mischiefs-of-faction/2018/4/17/17235516/congress-job-primer>
- Rudalevige, Andrew. 2017. "Why does Congress have such a hard time passing laws? Let's blame the Constitution." *The Monkey Cage* [blog], July 11. https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/11/why-does-congress-have-such-a-hard-time-passing-laws-lets-blame-the-constitution/?utm_term=.b6f8ddc986d2

Assignments and quizzes

- Prompt 5: How would you draw the districts in NC – due 10/4
- Quiz 6 – due 10/4

October 5 – 11

The presidency & the executive branch

- Amadeo, Kimberly. 2019. "What is the Federal Budget?" *The Balance*, March 13. <https://www.thebalance.com/what-is-the-federal-budget-3306305>
- Amadeo, Kimberly. 2019. "Government Shutdown 2019, 2018, and 2013 Explained." *The Balance*, June 4. <https://www.thebalance.com/government-shutdown-3305683>
- Ba, Heather, and Terry Sullivan. 2019. "Why does it take so long to confirm Trump's appointments?" *The Monkey Cage* [blog], April 24. https://www.washingtonpost.com/politics/2019/04/24/why-does-it-take-so-long-confirm-trumps-appointments/?utm_term=.d036817733c3
- FiveThirtyEight. 2019. "How (un)popular is Donald Trump?" *FiveThirtyEight*. https://projects.fivethirtyeight.com/trump-approval-ratings/?ex_cid=rrpromo

- Green, Matthew. 2020. "What Andrew Johnson's impeachment may tell us about Trump's." *Mischiefs of Faction* [blog], Jan. 27. <https://www.mischiefsoffaction.com/post/what-andrew-johnson-s-impeachment-may-tell-us-about-trump-s>
- Kriner, Douglas L. and Dino P. Christenson. 2017. "Congressional critics do check presidential power – by leading public opinion." *The Monkey Cage* [blog], February 16. https://www.washingtonpost.com/news/monkey-cage/wp/2017/02/16/congressional-critics-do-check-presidential-power-by-leading-public-opinion/?utm_term=.dd308c83fa82
- Rudalevige, Andrew. 2017. "Trump may have the 'most executive orders' since Truman. But what did they accomplish?" *The Monkey Cage* [blog], April 28. https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/28/trump-may-have-the-most-executive-orders-since-truman-but-what-did-they-accomplish/?utm_term=.a585af25d818
- Rudalevige, Andrew. 2017. "What did the Founders have in mind for the presidency? Here's what you need to know." *The Monkey Cage* [blog], July 18. https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/18/what-did-the-founders-have-in-mind-for-the-presidency-heres-what-you-need-to-know/?utm_term=.c59b28673bc1
- Rudalevige, Andrew. 2017. "Writing a constitution is the easy part. Here's how the bureaucracy puts it into action." *The Monkey Cage* [blog], September 15. https://www.washingtonpost.com/news/monkey-cage/wp/2017/09/15/writing-a-constitution-is-the-easy-part-heres-how-the-bureaucratic-state-puts-it-into-action/?utm_term=.43f6de95231e
- Sides, John. 2015. "New research shows just how much presidents try to manipulate public opinion." *The Monkey Cage* [blog], August 9. https://www.washingtonpost.com/news/monkey-cage/wp/2015/08/09/new-research-shows-just-how-much-presidents-try-to-manipulate-public-opinion/?utm_term=.98b1c36ba60f
- Tenpas, Kathryn. 2020. "Tracking turnover in the Trump administration." *Brookings*, June 19. <https://www.brookings.edu/research/tracking-turnover-in-the-trump-administration/>
- Turner, Cory. 2018. "Why Public Service Loan Forgiveness is so Unforgiving." *NPR Morning Edition* [podcast], October 17. <https://www.npr.org/2018/10/17/653853227/the-student-loan-whistleblower>

Assignments and quizzes

- Prompt 6: What is the role of bureaucracy in democracy – due 10/11
- Quiz 7 – due 10/11

October 12 – 18

The judicial branch

- The Associated Press-NORC Center for Public Affairs Research. 2014. "Crime and Law Enforcement in America: Racial and Ethnic Differences in Attitudes Toward the Criminal Justice System." *AP-NORC Issue Brief*, <http://www.apnorc.org/projects/Pages/HTML%20Reports/crime-and-law-enforcement-in-america-racial-and-ethnic-differences-in-attitudes-toward-the-criminal-justice-system0402-7262.aspx>
- Hamilton, Alexander. 1788. "The Federalist Papers: No. 78: The Judiciary Department." *The Avalon Project: Documents in Law, History, and Diplomacy*. Yale Law School: Lillian Goldman Law Library. http://avalon.law.yale.edu/18th_century/fed78.asp
- Johnson, Ben, and Logan Strother. 2018. "The Supreme Court hasn't followed public opinion for 50 years. Why would it start now?" *The Monkey Cage* [blog], October 17.

https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/17/the-supreme-court-hasnt-followed-public-opinion-for-50-years-why-would-it-start-now/?utm_term=.098470c4cbc2

- Judicial Branch of North Carolina. “A Pocket Guide to the North Carolina Judicial Branch.” <https://www.nccourts.gov/documents/publications/judicial-branch-pocket-guide>
- Roeder, Oliver. 2017. “Is Chief Justice Roberts a Secret Liberal?” *FiveThirtyEight*, November 27. <https://fivethirtyeight.com/features/is-chief-justice-roberts-a-secret-liberal/>
- Roeder, Oliver. 2018. “How Conservative is Brett Kavanaugh?” *FiveThirtyEight*, July 17. <https://fivethirtyeight.com/features/how-conservative-is-brett-kavanaugh/>
- Rudalevige, Andrew. 2017. “Here’s everything you need to know about how the Constitution created the judicial branch, in a 15-minute video.” *The Monkey Cage* [blog], June 26. https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/26/heres-everything-you-need-to-know-about-how-the-constitution-created-the-judicial-branch-in-a-15-minute-video/?utm_term=.20e5da169dc4
- The Sentencing Project. “Criminal Justice Facts.” *The Sentencing Project: The Facts*, 2020. <https://www.sentencingproject.org/criminal-justice-facts/>
- United States Courts. “Supreme Court Procedures.” Retrieved June 17, 2019. <https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/supreme-1>

Assignments and quizzes

- Prompt 7: What would the Supreme Court decide – due 10/18
- Annotated bibliography and outline for final project – due 10/18
- Quiz 8 – due 10/18

October 19 – 25

Public opinion

- Deane, Claudia, Maeve Duggan, and Rich Morin. 2016. “Americans Name the 10 Most Significant Historic Events of their Lifetimes.” *Pew Research Center US Politics & Policy*, December 15. <https://www.pewresearch.org/politics/2016/12/15/americans-name-the-10-most-significant-historic-events-of-their-lifetimes/>
- Enten, Harry. 2017. “How to Avoid Falling for a Fake Poll.” *FiveThirtyEight*, August 23. <https://fivethirtyeight.com/features/how-to-avoid-falling-for-a-fake-poll/>
- Parker, Kim, Nikki Graf, and Ruth Igielnik. 2019. “Generation Z Looks a Lot Like Millennials on Key Social and Political Issues.” *Pew Research Center Social & Demographic Trends*, January 17. <https://www.pewsocialtrends.org/2019/01/17/generation-z-looks-a-lot-like-millennials-on-key-social-and-political-issues/>
- PEW Research Center. 2015. “What the public knows – in pictures, words, maps and graphs.” *Pew Research Center US Politics & Policy*, April 28. <https://www.people-press.org/2015/04/28/what-the-public-knows-in-pictures-words-maps-and-graphs/>
- Rudalevige, Andrew. 2017. “Should democracy depend on ‘we, the people’? Here’s what the framers wanted.” *The Monkey Cage* [blog], August 2. https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/01/yes-the-constitution-thought-about-public-opinion-heres-what-the-framers-had-in-mind/?utm_term=.ac47ffa4d008
- Schaffner, Brian. 2018. “These 5 charts explain who voted how in the 2018 midterm election.” *The Monkey Cage* [blog], November 10. <https://www.washingtonpost.com/news/monkey->

[cage/wp/2018/11/10/these-5-charts-explain-who-voted-how-in-the-2018-midterm-election/?utm_term=.9a9188d121a2](https://www.washingtonpost.com/news/monkey-cage/wp/2018/11/10/these-5-charts-explain-who-voted-how-in-the-2018-midterm-election/?utm_term=.9a9188d121a2)

- Silver, Nate. 2017. "The Real Story of 2016." *FiveThirtyEight*, January 19. <https://fivethirtyeight.com/features/the-real-story-of-2016/> (read intro section)

Assignments and quizzes

- Prompt 8: What were the most important historic events of your lifetime – due 10/25
- Quiz 9 – due 10/25
- Exam 2 – due 10/25

Part 3: Linking the people to politics

October 26 – November 1

Political parties

- Bartels, Larry. 2016. "2016 was an ordinary election, not a realignment." *The Monkey Cage* [blog], November 10. https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/10/2016-was-an-ordinary-election-not-a-realignment/?utm_term=.fd3ca286e95b
- Baylor, Chris. 2016. "Is Donald Trump leading a realignment of the GOP? Maybe not." *The Monkey Cage* [blog], March 21. https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/21/is-donald-trump-leading-a-realignment-of-the-gop-maybe-not/?utm_term=.7f41725730ce
- Bitecofer, Rachel. 2019. "Why everyone runs for president these days." *Mischiefs of Faction* [blog], May 29. <https://www.vox.com/mischiefs-of-faction/2019/5/29/18644126/president-2020-democrats>
- Fingerhut, Hannah. 2018. "Why do people belong to a party? Negative views of the opposing party are a major factor." *Pew Research Center Fact Tank*, March 29. <https://www.pewresearch.org/fact-tank/2018/03/29/why-do-people-belong-to-a-party-negative-views-of-the-opposing-party-are-a-major-factor/>
- Hassell, Hans. 2014. "How political parties 'clear the field' in primaries." *The Monkey Cage* [blog], December 10. https://www.washingtonpost.com/news/monkey-cage/wp/2014/12/10/how-political-parties-clear-the-field-in-primaries/?utm_term=.96158ac0e00f
- Hindman, Matthew Dean, and Bernard Tamas. 2016. "The US has more third-party candidates than it's seen in a century. Why?" *The Monkey Cage* [blog], August 31. https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/31/the-u-s-has-more-third-party-candidates-than-its-seen-in-a-century-why/?utm_term=.1e101848e0ad

Assignments and quizzes

- Prompt 9: What role did the Democratic party play in choosing its nominee – due 11/1
- Quiz 10 – due 11/1

November 2 – 8

The media

- Abernathy, Penelope Muse. 2018. "The Expanding News Desert." *UNC School of Media and Journalism Center for Innovation and Sustainability in Local Media*. <https://www.usnewsdeserts.com/reports/expanding-news-desert/> (read sections: The expanding news desert, the loss of local news; and the enduring legacy of our new media barons).
- Barker, David C., Nalder, Kim L., and Martin, Danielle Joesten. 2017. "Distrust of fact-checking is not restricted to the right." *Mischiefs of Faction* [blog], July 3. <https://www.vox.com/mischiefs-of-faction/2017/7/3/15893800/distrust-of-fact-checking-partisan>

- Collins, Keith, and Sheera Frenkel. 2018. "Can you Spot the Deceptive Facebook Post?" *The New York Times*, September 4. <https://www.nytimes.com/interactive/2018/09/04/technology/facebook-influence-campaigns-quiz.html?smid=tw-share>
- Mitchell, Amy, Elizabeth Grieco, and Nami Sumida. 2018. "Americans Favor Protecting Information Freedoms Over Government Steps to Restrict False News Online." *Pew Research Center Journalism & Media*, April 19. <https://www.journalism.org/2018/04/19/americans-favor-protecting-information-freedoms-over-government-steps-to-restrict-false-news-online/>
- Rothwell, Jonathan. 2018. "Biased News Media or Biased Readers? An Experiment on Trust." *The Upshot* [blog], September 26. <https://www.nytimes.com/2018/09/26/upshot/biased-news-media-or-biased-readers-an-experiment-on-trust.html?ref=collection%2Fsectioncollection%2Fupshot&action=click&contentCollection=upshot®ion=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront>
- Rudalevige, Andrew. 2017. "Are the news media enemies of the people or defenders of democracy? Here's what the founders thought." *The Monkey Cage* [blog], August 9, https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/09/are-the-news-media-enemies-of-the-people-or-defenders-of-democracy-heres-what-the-founders-thought/?utm_term=.0ffd559f0553

Assignments and quizzes

- Prompt 10: What news do you see – due 11/8
- Quiz 11 – due 11/8

November 9 – 15

Interest groups and campaign finance

- Baker, Anne. 2016. "The more outside money politicians take, the less well they represent their constituents." *The Monkey Cage* [blog], August 17. https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/17/members-of-congress-follow-the-money-not-the-voters-heres-the-evidence/?utm_term=.141c638e6020
- Jones, Bradley. 2018. "Most Americans want to limit campaign spending, say big donors have greater political influence." *Pew Research Center Fact Tank*, May 8. <https://www.pewresearch.org/fact-tank/2018/05/08/most-americans-want-to-limit-campaign-spending-say-big-donors-have-greater-political-influence/>
- Manento, Cory. 2018. "Citizens United is fueling outsider candidates." *Mischiefs of Faction* [blog], October 8. <https://www.vox.com/mischiefs-of-faction/2018/10/8/17950046/citizens-united-interest-groups>
- OpenSecrets.org. "2020 presidential race." *Center for Responsive Politics*. <https://www.opensecrets.org/2020-presidential-race>
- OpenSecrets.org. "What is a PAC?" *Center for Responsive Politics*. <https://www.opensecrets.org/pacs/pacfaq.php>
- OpenSecrets.org. "What is dark money?" *Center for Responsive Politics*. <https://www.opensecrets.org/dark-money/basics>
- Riestenberg, Jay. 2015. "8 Charts That Show How Political Spending Has Exploded Since Citizens United." *Common Cause*, January 21. <https://www.commoncause.org/democracy-wire/8-charts-that-show-how-money-has-exploded/>

- Torres-Spelliscy, Ciara. 2019. "Netflix for democracy." *Brennan Center for Justice* [blog], January 17. <https://www.brennancenter.org/blog/netflix-democracy>

Assignments and quizzes

- Prompt 11: What interests are represented – due 11/15
- Quiz 12 – due 11/15

November 16 – 22

Elections and political participation

- Hopkins, Dan. 2018. "What We Know About Voter ID Laws." *FiveThirtyEight*, August 21. <https://fivethirtyeight.com/features/what-we-know-about-voter-id-laws/>
- Victor, Jennifer. 2018. "What good are elections, anyway?" *Mischiefs of Faction* [blog], October 30. <https://www.vox.com/mischiefs-of-faction/2018/10/30/18032808/what-good-are-elections>
- FiveThirtyEight. "The Electoral College Episode." *Political Podcast* [podcast], April 4, 2019. <https://fivethirtyeight.com/features/politics-podcast-the-electoral-college-episode/>
- Hill, Seth J. 2017. "Want to change Congress? Change who votes in 'safe' Republican or Democratic primaries." *The Monkey Cage* [blog], May 4. https://www.washingtonpost.com/news/monkey-cage/wp/2017/05/04/want-to-change-congress-change-who-votes-in-safe-republican-or-democratic-primaries/?utm_term=.68c66cce3d2a
- Rudalevige, Andrew. 2017. "Why did the Founders make US elections so complicated and confusing? Get your answers here." *The Monkey Cage* [blog], August 16. https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/16/why-did-the-founders-make-u-s-elections-so-complicated-and-confusing-get-your-answers-here/?utm_term=.383e28aded4
- Rudalevige, Andrew. 2017. "In the US, who votes and why? Here's how the Constitution shapes the answers." *The Monkey Cage* [blog], August 25. https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/24/in-the-u-s-who-votes-and-why-heres-how-the-constitution-shapes-the-answers/?utm_term=.81b8aa14830b
- Rudalevige, Andrew. 2017. "Americans get more politically involved than citizens elsewhere. The Constitution's framers designed it that way." *The Monkey Cage* [blog], September 1. https://www.washingtonpost.com/news/monkey-cage/wp/2017/09/01/americans-get-more-politically-involved-than-citizens-elsewhere-the-constitutions-framers-designed-it-that-way/?utm_term=.55d3417644c5
- Sides, John. 2015. "The gender gap in political ambition starts at an amazingly young age." *The Monkey Cage* [blog], January 19. https://www.washingtonpost.com/news/monkey-cage/wp/2015/01/19/the-gender-gap-in-political-ambition-starts-at-an-amazingly-young-age/?utm_term=.2c5e2e26730a
- Sides, John. 2019. "What would actually put more working-class people in office?" *The Monkey Cage* [blog], January 22. https://www.washingtonpost.com/news/monkey-cage/wp/2019/01/22/what-would-actually-put-more-working-class-people-in-office/?utm_term=.03b096fcee17

Assignments and quizzes

- Prompt 12: Would you keep the Electoral College – due 11/22
- Rough draft of final paper – due 11/22

Part 4: Putting it all together: public policy

November 23 – December 9

- Your group may make an appointment to meet with me in person on 11/23 about the final project before moving to online instruction

Public policy project

- Exam 2 – due 11/29
- Presentation and final policy brief – due 12/9

Enjoy your break and have a happy new year! Congratulations to those of you who are graduating. 🎓 For others, I hope to see you in future PSCI classes or GPS 220.