

American Government

The University of Texas at Austin

Instructor:	Katie Madel	Class Time:	MWF 9-10a
Email:	katiemadel@gmail.com	Class Location:	PAR 1
Office Location:	3.216	Office Hours:	By Appointment
Course Number:	GOV 310L	Unique Number:	37805

Course Description:

The U.S. government is messy, complex, and, sometimes, downright opaque. Yet, every aspect of life is affected by the government. What you can and cannot do, how you do certain actions, and how you interact with the rest of the world is all filtered through laws and policies set in place by the government. As it turns out, we all know a little something about politics, because we interact with it on a daily basis, sometimes without even realizing it.

The primary goal of this course is to help you develop a more sophisticated **framework for processing information about American politics**. You will be exposed to positions and perspectives with which you were previously unfamiliar. You might have strong opinions on many of the topics we discuss. This course aims to provide you the ability to (1) develop those opinions more fully with a sophisticated understanding of American government and politics; and (2) understand, appreciate, and respect opposing positions (even if you still think they are wrong!). The first part is somewhat easier to do than the second, but both will be required for you to be successful in this class.

Some of the questions we will tackle throughout the course include: How do you navigate this complex, messy, political system to make sophisticated decisions? How do you recognize your own biases and limitations? How do we know who is telling the truth? How do we know when something is propaganda versus informational? How are your opinions shaped by the government and politics around you? In this course, we will explore the purpose of the American government in both theory and practice, linking throughout the course the role these elements play in your every day life.

No background in political science is necessary to succeed in this course and thus there are no prerequisites for enrollment. Class readings, discussions, and assignments are all designed to engage and challenge students. A main learning objective of this course is to make students able to engage with political science research and develop analytical skills to employ on the political information they encounter in their daily lives. The course is not designed to prepare you for a Trivia competition but rather to help you come to grips with the unique and complicated intricacies of the American political system.

Course Expectations & Policies:

I expect students to come to class prepared to engage the material or the relevant discussion of the day. We have limited time together and every second counts. Readings listed on the course schedule are due the day they are listed. Students will note that there is not a formal attendance policy in this class, but participation in class discussions is critical to the learning process for you and your fellow classmates. Policies about preparedness for class and the required materials to be successful are detailed below.

- **Canvas:** All information for this course can be accessed on the UT Austin Canvas web page for this course. To navigate to it, go to [this link](#), log in, and select the tab for GOV 310L. All assignments should be turned in electronically via Canvas.
- **Written Work:** All written assignments should be turned in on Canvas and should be double spaced in 12-point Times New Roman font or equivalent. Page margins should be 1 inch on all sides. Work can be submitted as Microsoft Word documents or PDFs. Bibliographies can use any professional citation style (basically, be consistent and make sure all the relevant information is there and you will be fine). I will not accept work via email or hard copy in class. Students should retain their own copy of all submitted work for at least one year following the completion of this course.
- **Email:** The best way to contact me during the semester is via email (katiemadel@gmail.com). I cannot promise to respond to any messages sent via Canvas. I respond to emails during regular business hours (i.e., Monday - Friday 9 a.m. - 5 p.m.) and strive to respond to all emails within 24 hours. I cannot promise replies at night or on weekends.
- **Office Hours:** If you would prefer to speak in person, my office hours are by appointment only MWF 10-4p (with some exceptions), but this allows me to provide you more options for when to meet with me. You can book appointments for 30 min sections by leaving a comment request on the class excel doc [GOV 310L](#). You must book an appointment 24 hours in advance. I am also available to meet via zoom during those times as well as additional times on Tuesday and Thursday by request. SPRING 2022 COVID UPDATE: Due to President Hartzell's request for online instruction the first two weeks of class, I will also only be holding zoom office hours during that time.

Required Materials:

There are no required materials you need to purchase for this class. I have created PDF scans of all relevant books and articles to distribute to all students via Canvas. Below are the books we will be reading chapters of if you are interested in further reading. All are available at the University library. I will utilize chapters from these books throughout the semester to accompany additional material, including articles, podcasts, and videos.

- Paxton, Pamela, Melanie M. Hughes, and Tiffany D. Barnes. 2021. *Women, Politics, and Power: A Global Perspective* 4th Edition.
- Smith, Kevin B, and Christopher W. Larimer. 2017. *The Public Policy Theory Primer* 3rd Edition.
- Smith, Raymond A. 2008. *The American Anomaly: U.S. Politics and Government in Comparative Perspective*. New York: Routledge.

- Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*.
- Rose, Richard. 1978. *What is Governing? Purpose and Policy in Washington*. New Jersey: Prentice Hall.

Grading:

Facilitation Response Paper	20%
Discussion Leader	20%
Critical Response Paper.....	15%
Media Literacy Papers	15%
Discussion Participation	30%

All items listed above are detailed below. I will utilize the following cutoffs when evaluating grades:

A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D	60%
F	0%

Discussion Participation (30%):

Students are expected to engage in the daily discussions we will have on the topics covered in this course. I have done my best to find accessible reading material that should serve to stimulate interesting and informative discussions around the topics at hand. The discussions will present an important idea or concept for students to ponder and react to, inviting them to connect it to the current political environment. I will serve a facilitation role during discussions, but each discussion will begin with the pre-determined discussion leaders leading group discussions wherein they summarize the arguments of the reading(s) and share initial thoughts and questions they have.

Students will be guiding the path of this course based on questions and discussions. The more students participate, the more influence they have to focus on topics and issues that grab their attention and interest. Which means the syllabus is subject to change or be added to throughout the semester. All reading material will be posted on Canvas at least two class days before the discussion occurs, including your suggested readings, as described below.

As this is an introductory course, and for some students this may be their first college course, I am happy to meet with students in office hours to hear their thoughts about the readings before any given discussion. Of course, I cannot do the work for you. Instead, consider me as a reasonable sounding board for your thoughts, and I will do my best to nudge students in productive directions to facilitate a meaningful class discussion for all.

To get full credit for participation in this class, students will contribute meaningful thoughts, arguments, and questions during the discussions of assignments and contribute to in-class activities. It is not merely

a matter of raising your hand every class (we won't have time for everyone to participate every class period anyway), but demonstrating that when you do participate, it is useful in clarifying a concept in lecture or advancing an argument in the discussion. The greatest benefit you can get from this class is not simply increased knowledge about American politics, but also hearing the perspectives of your peers and wrestling with arguments you might not agree with immediately.

Participation grades will be evaluated on a semi-monthly basis. That is, participation is worth 10% of your grade during each third of the class. **For one week after participation grades are evaluated students can discuss any concerns they might have with me during office hours.** After the first week, the participation grades will not be changed.

SPRING 2022 COVID UPDATES: Based on advice from President Hartzell, the first two weeks of classes will be held online. Zoom sessions will be available on Canvas, and all students will be expected to attend except for extraordinary circumstances. Participation will largely remain the same, although chat comments and questions will be considered as part of discussion participation. Whether this participation is considered equal to vocal discussion will be decided on a case-by-case basis, evaluated on quality and substance. While I would prefer all students to participate in vocal discussions, I am not against lively, respectful, on-topic, and substantive chat/written discussions to occur simultaneously during class. All zoom classes and chat wills be recorded and made available. Note: I do not require video, but I encourage it. However, I do ask everyone to at least update their zoom profile with an up-to-date photo if you choose to not turn on your video, so that we can begin to attach names to faces.

Discussion Leader (20%):

Discussion leaders will play predominant roles in the weeks they are assigned. Not only will they be expected to summarize the assignments on their assigned day and guide discussion, they are also expected to be the leaders in what we discuss on the following Fridays.

For the Monday or Wednesday assigned, each discussion leader should prep at least 3 questions or ideas to present to their classmates on their assigned day, though you are always allowed to have more.

For the Friday class period, each discussion leader needs to find one peer reviewed article or book chapter relevant to that week's topic to assign your classmates for that Friday. You can interpret this fairly liberally, as I want you to explore topics and ideas that interest you. Maybe it's a contrasting view from what I provided. Maybe it's research delving into a tangentially related subject. Have fun with this and chose something you're interested in; if you have concerns your paper will not properly relate, reach out and I will let you know if it's too far from our topic (and if so, if there's another week it will serve us better).

Since there will be up to four student leaders in a week, I will select one or two of your submitted readings to be the official assigned readings for your peers, with the expectation that you will be able to summarize your own chosen article for the class on that Friday. *Even if I do not select your reading to be assigned to your peers, you should still come prepared to summarize the article you chose.* Since I want to give your peers ample time to read, these are due the Friday prior to the week you lead discussion. Failing to turn in a suggested reading on time will immediately deduct 5 points from your discussion leader grade. Each leader need only come up with one discussion question or idea for Friday, either on the day's readings or on additional topics we failed to discuss earlier in the week.

Discussion leaders will be scheduled by the end of the first week of class. Adjustments will be made as

students add and drop during the shopping period. Students may sign up on Canvas for any week to lead discussion, but all weeks can only have up to 4 students leading discussion (2 on each Monday and Wednesday class period). If necessary, I will ask for volunteers to switch weeks to achieve this goal and ultimately move students if no volunteers emerge.

Classroom Courtesy

It is especially important to me that we all respect one another. Some of the topics that we will be covering are controversial in nature, and I fully expect that there will be emotional discussion during many of the class meetings. As long as you remain civil and stay away from personal attacks, these times can be learning experiences for all of us. It is also important that we respect each other by not being late to (or absent from) class, making sure to turn off all cell phones (unless you have a compelling reason to have it on, in which case you must see me before the class period begins), and refraining from being distracting during class by leaving early or engaging in side conversations. Being discourteous will detract from your course grade.

Sensitive Material

There may be times when we will need to discuss sensitive topics and issues. I will present these topics and issues in a professional manner, making every effort possible to not offend. You need to be aware, however, that avoiding these issues entirely is undesirable and inconsistent with the notion of a higher education experience. Please feel free to come talk to me about any discomfort you have, or may have, about certain discussions and topics. I will always do my best to assure any communicated concerns are taking into account.

Facilitation Response Paper (20%):

As noted above, in the “Discussion Participation” section of the syllabus, there will be discussion leaders for most topics we cover. Discussion leaders sign up for their respective topic on Canvas during the first week of class. In addition to starting our discussion, on the day you are a discussion leader, you must also submit a response paper. The response paper should concisely articulate a critical analysis on the assignments for that day.

Some weeks this may mean agreeing with one piece over the other and explaining why. Other weeks, when we have only one piece, it may mean briefly summarizing the argument and critically analyzing it. A broad range of responses and reactions will be accepted. When writing your draft, keep in mind that the main goals of this assignment are to confirm you understood what you read and to evaluate your thoughts on the topic as they relate to our discussions in class, current events, or your personal experiences.

Students are encouraged to meet with me in office hours if they are struggling to understand the arguments being made or need help clarifying their thoughts. I will not summarize the article(s) for you, but I am happy to serve as a sounding board for your thoughts and nudge you in the right direction to stimulate an interesting discussion in class (and for your response paper). **Facilitation Response papers are due at 12 p.m. the day before the discussion.** Your submission should be 2-3 double-spaced pages (excluding any title page or bibliography) and should include a bibliography for any works cited. See the instructions about submitting your work under “Course Expectations” in the syllabus.

Critical Response Paper (15%):

In addition to submitting a response paper the week that you are a discussion leader, students must also pick three additional weeks to submit a short response paper. The criteria are similar to the Facilitation Response Paper except that there is not an expectation that students participate disproportionately in that week's discussion (though it would be a missed opportunity not to!). The main difference is that you will skip any summarizing and just simply jump right into your reaction. As such, your submission should be a **single**, double-spaced page (excluding any title page or bibliography) and should include a bibliography for any works cited. Critical Response papers are accepted on a rolling basis (i.e., they can be submitted at any time after the first discussion). They should be submitted by the start of the class day when the topic will be discussed. You are allowed to resubmit up to 24 hours after class if you feel that the class discussion has altered your response in anyway. See the instructions about submitting your work under "Course Expectations" in the syllabus.

Media Literacy Papers (15%):

There will be three media literacy papers due throughout the semester. These are one-page, double-spaced papers aimed at getting you engaged and critically considering how you consume news, as well as encouraging you to keep up with the news throughout the semester. It is not to make you distrustful of the media but rather to train you to engage with the media you consume in a more thoughtful way. These are due by the start of class via canvas. You may submit them any time prior to that date if you complete it early. See the instructions about submitting your work under "Course Expectations" in the syllabus. The due dates are listed in the course outline at the end of the syllabus. Each paper will have a different prompt as detailed below.

Due 1/28

MLP 1: You will find news articles in two separate newspapers, with differing political affiliations (e.g. Fox News and the Washington Post), on the same story (e.g. Facebook's decision to not monitor political posts). You will summarize their differences in reporting on the subject. Your discussion should consider the titles and pictures associated with them, as well as the content of the article. Your discussion should **not** be based on which you think is good or bad. You are critically considering both articles and their differences, not your opinions on them. Your response paper should cite both articles in such a way that I can find both articles for reference; points may be deducted if I cannot find the article you cited. Tip: It will be easiest to choose a major news story, but you can choose any news story that is being covered by two different news sites. To assure that they are distinct in their political bias, you should use [Ad Fontes Media's Interactive Media Bias Chart](#). While I encourage websites with higher fact rating, it is not required for this assignment.

Due 2/28

MLP 2: You will choose a single article from a reputable news source that reports on facts and discuss in your paper what questions remain unanswered. Once again, this should not be your opinion on whether you think the article the article is good or bad. You should provide examples of what it does say to explain how it leaves out potentially useful information. The questions you ask should be meaningful and substantive, not flippant or vague "did the cops know what they were doing." Tip: To assure that they are reputable sources, you should use [Ad Fontes Media's Interactive Media Bias Chart](#). I will accept articles from the analysis level and higher; political leanings do not matter.

Due 3/28

MLP 3: You will choose two articles that have figures and graphs illustrating data in some way. You

will then compare and contrast the use of the figure and graphs in explaining the data. Do you understand what they are trying to say without reading the article? Do you only understand once you read the article? Do you still not understand after reading the article? Do they appear to be showing the data in a way that may be manipulating, i.e. are they making the data appear a certain way to make the reader believe a specific thing? Do they explain where the data came from and how it was compiled? Feel free to ask and answer additional questions not suggested here that come to mind.

Attendance and Late Assignment Policies:

Students are expected to attend all classes, to be on time, and to stay in the classroom (or zoom call) for the duration of the class period. You are responsible for everything that goes on in class. If it is inevitable that you miss a class, it is important for you to email me in advance.

That said, I make it a policy to not attend in-person classes if I am sick, even with a simple cold, if I can help it. I ask that all students respect the health and time of others and also do their best to avoid attending class, especially without a mask, when sick. No one has the time or energy to expend being sick, and most likely, no one wants to spend a class period listening to someone sniffle or cough the whole time. Please consider those around you when assessing whether you come to class with contagions. Please notify me as soon as possible if you believe you are contagious, and I will do my best to provide you an online alternative (either recorded lecture or via zoom). I will also provide alternative methods for achieving participation points on a case-by-case basis if you choose this option.

The assignment due days are fixed and announced the first day of class. They will not be changed or negotiated. While I will abide by university approved absences and work with students, exceptions are only given for approved absences. Absences may be excused if the student provides verifiable documentation of accident, illness, or university or legal obligation. All assignments are to be submitted electronically via Canvas.

Unexcused absences from in-class assignments will result in a score of zero for that assignment. If papers are late without an acceptable or pre-approved excuse, they lose a letter grade for every day they are late (That includes weekends, non-class days, and breaks! Turn in assignment to Canvas to stop penalties! Day one late: top grade possible is 90%; day two: 80%).

While I do not make it a point to accept late papers without penalty, I will listen to any pressing reasons you have for not having it ready to turn in on the assigned day. I stop late penalties at 50%. All papers turned in past 5 calendar days late (without an excused absence) start at 50% regardless of when they are turned in for the rest of the semester. I reserve the right to not accept late assignments 10 calendar days after their due date.

One more thing: If a true emergency occurs that you know you can document, take care of yourself first, and we will sort it out later. You do not need to call me from the ER or jail to let us know you won't be in class or turning in an assignment. In those situations, you have bigger problems than this class at that moment in time.

All assignment grades can only be appealed the following **two weeks** after the grades are posted. **However, every grade release also has a two day cool down period wherein I will not questions or challenges.** If the grade is not questioned or challenged in this time frame, it stands as recorded. This timeline is designed to encourage students to examine feedback right away and to not wait until December to start worrying about their grades. If a student feels a grade has been evaluated incorrectly, they

should come prepared with a substantive argument about why they feel they should have earned additional points. Once the appeal has been made and I render my final decision, the grade I assign will be final.

Personal Pronoun Preference:

Class rosters at UT are provided to the instructor with students' legal names. I will gladly honor any request to address students by a different name. Please inform me of any preferred names, nicknames, or gender pronouns as early as possible so I can adopt them for the entirety of the semester and onward. If there are further accommodations that will make you feel more comfortable in class, please come to office hours so we can discuss them.

Services for Students with Disabilities:

The University of Texas at Austin respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make your learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact [Services for Students with Disabilities](#) at (512) 471-6259.

Religious Holidays:

As per UT's policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Academic Integrity:

Each student in the course is expected to abide by the University of Texas Honor Code. I take plagiarism seriously. If you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, you will be accused of plagiarism and subject to academic disciplinary action, including, but not limited to, failure of the assignment and course. You are responsible for understanding UT's Academic Honesty and the University Honor Code. Both of these may be found [here](#).

Drop Policy:

If you'd like to drop this course after the 12th class day, you'll need to execute a Q drop before the Q drop deadline. This typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, follow [this link](#).

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs, or Professors, call BCAL (the Behavior Concerns Advice Line) at (512) 232-5050. Your call can be anonymous. If something doesn't feel right, it probably isn't. Trust your instincts and share your concerns. The following recommendations regarding emergency evacuation come from the Office of Campus Safety and Security:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found [here](#).

Course Outline:

The table below shows the course outline, including reading assignments and assignment deadlines. Everything is required as noted. All readings will be available on Canvas, under Modules and Files. You are expected to do each day's readings before that day's class.

Note: This syllabus is subject to change at any time without written notice. Changes will likely be announced in class and via Canvas, but it is your responsibility to verify that you always have the most current version of the syllabus for this course.

Date	Topic	Readings Due/Notes
W 1/19 ONLINE	<i>Course Introduction and Political Knowledge</i>	- Syllabus
F 1/21 ONLINE	<i>Political Thought and Ideas</i>	- <i>Policy Paradoxes</i> (Stone 2012), “Introduction” & Chapter 1, “The Market and the Polis” - Discussion Leader Sign-Up Deadline
M 1/24 ONLINE	<i>What is Government</i>	- <i>What is Governing</i> (Rose 1978), “Introduction” & Chapter 1 “Models of Governing”
W 1/26 ONLINE	<i>What is Public Policy</i>	- <i>The Public Policy Theory Primer</i> (Smith and Larimer 2017), Chapter 1, “Public Policy as a Concept and a Field (or Fields) of Study” (only read to page 14, “Why Build When You Can...”)
F 1/28 ONLINE	<i>Government and Public Policy</i>	- Student chosen readings - MLP #1 Due
M 1/31	<i>Constitutional Foundations</i>	- <i>The American Anomaly</i> (Smith 2018), Chapters 1 (Selected passages) & 2, The American Nation, State, and Regime & The U.S. Constitution
W 2/2	<i>Levels of Government</i>	- <i>The American Anomaly</i> (Smith 2018), Chapters 3 & 4 (Selected passages), Federalism & Separation of Powers - “Bottom-Up Federalism” (Shipan and Volden 2006), skip “Data Analysis”, “Internal Influences...”, “Robustness Considerations...” , & “Discussion” - “Federalism and public responsiveness to policy” (Wlezien and Sorokay 2011), read 1st 2 paragraphs of section “Public Responsiveness at National Level”, then skip remainder & next section “Public Responsiveness at Provincial Level”
F 2/4	<i>The Scaffolding and Foundation of the U.S.</i>	- Student chosen readings

Date	Topic	Readings Due/Notes
M 2/7	<i>What is Power</i>	<ul style="list-style-type: none"> - Chapter 1, “Introduction to Women in Politics” (Paxton, Hughes, and Barnes 2021), selected sections - <i>The Federal Government and Urban Housing</i> (Hayes 1995), introduction of Chapter 1 (stop at “Operational Ideology”) - “Oligarchy in the United States?” (Winters and Page 2009) - “Transactional Authority and Beaucratic Politics” (Carpenter and Krause 2014)
W 2/9	<i>What is Democracy</i>	<ul style="list-style-type: none"> - U.S. Embassy “Democracy in Brief”, read “Introduction”, “Characteristics”, & “Culture” sections - Australia’s Parliamentary Education Office Website - U.S. Citizenship and Immigration Service website, just the first slide - The Decline of American Democracy in One Graph by Vox - Chapter 1, “Introduction to Women in Politics” (Paxton and Hughes 2021), selected sections - Chapter 7, “Explaining the Political Representation of Women: Power” (Paxton, Hughes, and Barnes 2021), “Democracy”
F 2/11	<i>Power and Democracy</i>	<ul style="list-style-type: none"> - Student chosen readings
M 2/14	<i>Economic Systems</i>	<ul style="list-style-type: none"> - History Channel: Socialism vs Communism - <i>The Federal Government and Urban Housing</i> (Hayes 1995), Chapter 2 “Ideological Context of Housing Policy” (sections “coalition ideologies of the 21st century” & “the macroeconomics frame of reference”-to end of chapter)

W 2/16	<i>Civil Liberties & Rights</i>	<ul style="list-style-type: none"> - CUNY.edu Chapter 8: Civil Liberties (feel free to skip sections that focus on New York) - CUNY.edu Chapter 9: Civil Rights - ACLU: Know Your Rights
F 2/18	<i>Individual Rights, Liberties, and Property</i>	<ul style="list-style-type: none"> - Student chosen reading
M 2/21	<i>Elections</i>	<ul style="list-style-type: none"> - <i>American Anomalies</i> (Smith 2018), Chapter 9 (Selected passages), Voting and Elections - National Geographic: Why the Electoral College Exists - Vox: The Electoral College, explained
W 2/23	<i>Parties in Elections</i>	<ul style="list-style-type: none"> - <i>American Anomalies</i> (Smith 2018), Chapters 9 & 10, Voting and Elections (section “Competitive Elections”) & Political Parties - <i>Women, Politics, and Power</i> (Paxton, Hughes, and Barnes 2021), Chapter 7, “Explaining the Political Representation of Women: Power” (Selected Passages) - Lupia, Arthur. 1994. “Shortcuts Versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections.” <i>The American Political Science Review</i>. 88(1): 63-76. Read only the abstract & first section.
F 2/25	<i>Who Elects?</i>	<ul style="list-style-type: none"> -Student Chosen Readings
M 2/28	<i>Political Participation</i>	<ul style="list-style-type: none"> -Textbook: Voting and Participation, Chapter TBA - “Determinants of Political Knowledge in Comparative Perspective” (Gronlund and Milner 2006) - Rose, Max and Frank R. Baumgartner. 2013. “Framing the Poor: Media Coverage and U.S. Poverty Policy, 1960-2008.” <i>Policy Studies Journal</i>. 41(1):22-53. Read p. 22-24 only - MLP 2 Due

W 3/2	<i>Race</i>	<ul style="list-style-type: none"> - Alexander, Michelle. 2012. <i>The New Jim Crow</i>. The New Press. Introduction Only - Alexander, Michelle. 2018. “The Newest Jim Crow.” <i>The New York Times</i>. - “Reexamining the “Racial Gap” in Political Knowledge” (Abrajano 2015) - “Mind the Gap” (Perez 2015) - https://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Data/Constitutional-Amendments-and-Legislation/
F 3/4	<i>Participation and Race</i>	<ul style="list-style-type: none"> - Student chosen reading
M 3/7	<i>Local and State Politics</i>	<ul style="list-style-type: none"> - “Power and Influence in State Legislature Policymaking” (Kathlene 1994) - “Gender and the Gubernatorial Agenda” (Heidbreder and Scheurer 2012)
W 3/9	<i>Gender</i>	<ul style="list-style-type: none"> - “Introduction to Women in Politics” (Paxton and Hughes 2021), selected sections - “On the Inside: Playing by the Rules, Power, and Working with Jerks” (Kunin 2008) - “Introduction and Theoretical Framework” (Dolan et al 2018) - “Introduction” (Basu 2010) - “Gender and the Decision to Run for Office” (Dolan et al 2018) - “Explaining the Political Representation of Women-International Factors” (Paxton and Hughes 2017) - “The Power of Visibility” (Michelson 2018) - “Intersecting Oppressions” (Ajinkya 2010) - “Women on the Campaign Trail” (Dolan et al 2018)

F 3/11	<i>Women in the State</i>	- Student chosen readings
MWF 3/14-/18	Spring Break	No Classes
M 3/21	<i>Congress</i>	<ul style="list-style-type: none"> - <i>The American Anomaly</i>, Chapter 6, The Legislative Branch - <i>The Great Broadening</i> (Jones, Theriault, and Whyman), ??? - <i>Legislative Hardball</i> (Green 2019) - Sinclair, Barbara. 2012. <i>Unorthodox Lawmaking</i>. Washington, D.C.: CQ Press. Ch 10, pp. 258-261 - “Where Does Policy Come From?” (Smith and Larimer 2018) - Willis, Jay. 2018. “The Case for Abolishing the Senate.” <i>GQ</i>. - Video: How the Filibuster Broke the U.S. Senate
W 3/23	<i>Interest Groups</i>	<ul style="list-style-type: none"> - Textbook: Interest Groups, Chapter TBA - “Drawing Lobbyists to Washington” (Leech et al. 2005) - Drutman, Lee. 2015. “What we get wrong about lobbying and corruption.” <i>The Washington Post</i>. - Brock, Clare R. 2018. “Book Review: Revolving Door Lobbying by LaPira and Thomas.” <i>Perspectives on Politics</i>. 16(3), 859-860. - Drutman, Lee. 2015. “A Better Way to Rein In Lobbying.” <i>The New York Times</i>.
F 3/25	<i>Congress and Lobbyists</i>	- Student chosen readings

M 3/28	<i>The Presidency</i>	<ul style="list-style-type: none"> - <i>The American Anomaly</i>, Chapter 5, The Executive Branch - “Gender and the Pursuit of the Presidency” (Dolan et al 2018) - Heclo, Hugh. 1978. “Issue Networks and Executive Establishment.” In <i>The New American Political System</i>, Ed. Anthony King. Washington, D.C.: American Enterprise Institute. pp. 262-287. <p>-MLP 3 Due</p>
W 3/30	- <i>The Rhetorical Presidency</i>	<ul style="list-style-type: none"> - Tulis, <i>The Rhetorical Presidency</i>, Introduction. - Zarefsky, D. (2004). “Presidential Rhetoric and the Power of Definition.” <i>Presidential Studies Quarterly</i>
F 4/1	<i>Presidential Duties and Powers</i>	<ul style="list-style-type: none"> -Student Chosen Reading
M 4/4	<i>The Bureaucracy</i>	<ul style="list-style-type: none"> - Textbook: The Bureaucracy, Chapter TBA - “Communications Frameworks and the Supply of Information in Policy subsystems” (Workman and Shafran 2015) - Video: Obama’s Deal - Samuelson, Robert J. 2017. “The administrative state is huge, and it’s only getting bigger.” <i>The Washington Post</i>. - Taylor, Astra. 2016. “Why It’s So Hard to Regulate Payday Lenders.” <i>The New Yorker</i>.
W 4/6	<i>Policy Feedback</i>	<ul style="list-style-type: none"> - “Lesson of Welfare” (Soss 1999)
F 4/8	<i>Entrenchment and Reentrenchment</i>	<ul style="list-style-type: none"> - Student chosen readings

M 4/11	<i>The Courts</i>	<ul style="list-style-type: none"> - Textbook: The Judiciary, Chapter TBA - “Congressional Responses to Supreme...” (Blackstone and Goelzhauser 2019) - “The Semiconstrained Court” (Hall 2014) - Sunstein, Cass R. 2018. “Kavanaugh Confirmation Won’t Affect Supreme Court’s Legitimacy.” <i>Bloomberg</i>. - Severino, Carrie. 2019. “The Left’s Secret Judges List.” <i>National Review</i>.
W 4/13	<i>Judges</i>	<ul style="list-style-type: none"> - Video: Last Week Tonight: Judicial Elections - Last Week Tonight: Sheriffs in the United States season 7, ep 4
F 4/15	<i>Judicial Duties and Powers</i>	<ul style="list-style-type: none"> - Student chosen readings
M 4/18	<i>Political Parties</i>	<ul style="list-style-type: none"> -Textbook: Political Parties, Chapter TBA - Drutman, Lee. 2018. “How much longer can the two-party system hold?” <i>Vox</i>. - Hawlings, David. 2016. “The House’s Ideology, in Seven Circles.” <i>Roll Call</i>.
W 4/20	<i>Framing</i>	<ul style="list-style-type: none"> - “Politicians Appear More Competent when Using Numerical Rhetoric” (Pedersen 2017) - “Issue Framing and Public Opinion on Government Spending” (Jacoby 2000) - “Policy Tragedy and the Emergence of Regulation” (Carpenter and Sin 2007)
F 4/22	<i>Democrats V. Republicans</i>	<ul style="list-style-type: none"> - Student chosen readings

M 4/25	<i>Public Opinion</i>	<ul style="list-style-type: none"> - Textbook: Public Opinion, Chapter TBA - “Political Preference Formation” (Druckman 2004) - “Rumor Has It” (Nichols, McKinnon, and Geary 2016) - “Government Policy and Citizen Passion” (Krosnick 1990) - “Through the Grapevine” (Carlson 2019) - “Social Constraint and Self-Doubt” (Levitian 2018) - “Attitudes on the Size of Unemployment Benefits” (Pedersen 2019) - <i>The Federal Government and Urban Housing</i> (Hayes 1995), Chapter 1 “operational ideology”
W 4/27	<i>Political Knowledge</i>	<ul style="list-style-type: none"> - Jan. 6, Part 1: ‘The Herd Mentality’ - <i>Submerged State</i> (Mettler 2011) - “Public Policy and the Wisdom of Crowds” (Epp 2017) - Video: Can We Still Trust the Polls? - “The Nature and Origin of Misperceptions” (Flynn, Nyhan, and Reifler 2017) - Strauss, Valerie. 2016. “Many Americans know nothing about their government. Here’s a bold way schools can fix that.” <i>The Washington Post</i>. - Mettler, Suzanne. 2016. <i>Degrees of Inequality: How Politics of Higher Education Sabotaged the American Dream</i>. Basic Books.
F 4/29	<i>The Public</i>	<ul style="list-style-type: none"> - Student chosen readings

M 5/2	<i>The Media</i>	<ul style="list-style-type: none">- Textbook: The Media, Chapter TBA- https://www.youtube.com/watch?v=VzoZf4IAfAc- https://www.youtube.com/watch?v=4pS4x8hXQ5c- Wolfe, Michelle. 2012. "Putting on the Brakes or Pressing on the Gas? Media Attention and the Speed of Policymaking." <i>Policy Studies Journal</i>. 40(1):109-126. Read introduction only- Roose, Kevin. 2018. "Can Social Media Be Saved?" <i>The New York Times</i>.
W 5/4	<i>Social Movements</i>	<ul style="list-style-type: none">- "The political Power of Protest" (Gillion 2013)- "Women in Social Movements and Interest Groups" (Dolan et al 2016)
F 5/6	<i>The Media and the Public's Powers</i>	-Student chosen readings