

Political Science 100: INTRO TO AMERICAN GOVERNMENT
Fall 2016—Tuesday and Thursday: 1:30-2:50pm
Martha Miller Center—Room 238

I. Course Instructor:

Marty P. Jordan, Visiting Assistant Professor
Department of Political Science, Hope College

Office: 206 Lubbers Hall
Office Phone: 616-395-7624

Email: jordanm@hope.edu (*When emailing, please include POL 100 in the subject line)
Office Hours: Tuesday (3:00 – 4:00pm), Thursday (11:00am – 12:00pm), or by Appointment

II. Course Description and Objectives:

Government—the set of rules that structures a society—matters. And politics—the process of debate about the set of rules, who should have authority and wield influence, and which policies leaders should pursue—equally matters. From tasks as mundane as repainting fire hydrants, requiring food labels to list ingredients and calorie counts, or printing worker safety manuals to issues as critical as deciding between a private or nationalized healthcare system, adjusting monetary policy to spur economic growth, or committing troops to go to war, *government and politics affect our daily lives and shape the world in which we live.*

This course is designed to provide you a comprehensive (although not exhaustive) overview of the politics of American government (and to hopefully convince you that, indeed, government and politics matter and explain why they matter). The topics covered include the historical development of American politics, federalism, civil liberties and civil rights, institutions, public opinion, the role of the media, campaigns and elections, political participation, political parties, state and local governments, and much more.

We will learn about the foundations and principles of American democracy. We will explore the structure of key American political institutions, and the various factors that affect political elites and citizens' political behavior. We will assess how political scientists study American politics and begin to investigate how political processes produce public policy outcomes. And we will also discuss and debate various contemporary issues. However, this class is not designed to teach you *what* to think about politics nor a venue for you to attempt to convince others of your political views. Rather, this class will try to teach you *how* to think about politics. The ultimate goal of this course is to help you gain a deeper understanding of the forces that shape American government and politics, and offer you greater knowledge of how to participate and effect change (if you so desire).

As such, you should leave this course with the following competencies:

- You should be able to discuss the foundations and principles of American government and democracy, including the Constitution, Bill of Rights, the separation of powers, federalism, and judicial review.
- You should be able to describe the inner workings of the key governmental branches, including executive, legislative, judicial, and administrative functions.

- You should appreciate the balance between civil liberties and civil rights and the power of government to enforce laws, as well as gain an understanding of how these rights have evolved over time.
- You should be familiar with contemporary policy debates, as well as how political parties, the media, and interest groups interact with political institutions to affect policy change in the United States.
- You should understand the factors that influence voters, policymakers, judges, elected officials, and bureaucrats' decisionmaking.
- You should appreciate the systematic forces—the rules, procedures, and institutions—that structure politics as practiced in the United States.
- You should learn how to become a more active and engaged citizen, and be able to articulate your perspective on a host of issues and debates.
- You should improve your ability to express your political views both verbally and in writing.

III. Course Materials:

Please purchase, rent, borrow, or check out from the library the following (in hardcover or paperback):

- Lowi, Theodore J., Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2015. *American Government: Power and Purpose. Brief 13th Edition with 2014 Election Update*. New York, NY: W. W. Norton & Company.

Using an earlier edition, such as the 12th edition, is also acceptable. However, if you decide to use an earlier edition, it is your responsibility to match the assigned chapters to the corresponding pages / chapters in earlier editions. There will also be additional assigned reading materials—e.g., book chapters, research articles, news reports—that I will make available via the course website on Moodle.

IV. Course Requirements:

THREE EXAMS: (20% EACH). There will be three exams administered during the semester. The format of each exam will be described in a class session before the exam, but, in general, the exams will consist of a mixture of multiple choice, short answer, and/or longer answer questions. The exams will assess your knowledge of material contained within the assigned readings, from lecture, and from our course discussions. The exams will cover material from their respective thirds of the course. Although the second and third exams are not cumulative, content from earlier periods of the semester will certainly be helpful as we discuss information from the latter portions of the class.

FINAL PAPER: (20%). I will ask you to write a 4-6 page final paper with appropriate references. The prompt is designed to integrate material from the entire course and evaluate your understanding of American politics. Instructions for the Final Paper are included at the end of this syllabus.

PARTICIPATION AND ATTENDANCE: (20%). The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you?: (1) Preparation, (2) Regular Attendance, and (3) Meaningful Participation.

(1) Preparation: I expect you to complete the assigned readings and activities for each class as scheduled and come prepared to answer quiz questions or discuss. I also encourage you to stay abreast of current events by browsing one or several of the following publications every day that we have class:

- RealClearPolitics: www.realclearpolitics.com/
- Politico: www.politico.com/
- The Monkey Cage: www.washingtonpost.com/news/monkey-cage/
- The Mischiefs of Faction: www.vox.com/mischiefs-of-faction
- FiveThirtyEight: www.fivethirtyeight.com
- Washington Post: www.washingtonpost.com
- New York Times: www.nytimes.com/
- Wall Street Journal: www.wsj.com/
- Vox: www.vox.com

(2) Regular Attendance: I also expect you to attend class on a regular basis. You will not do well in this course if you do not show up. If you miss a class, you bear the responsibility of getting notes, information about assignments, or changes to the syllabi from a classmate. See the section below on how to deal with Late Work, Make-Ups, Missed Quizzes or Exams.

(3) Meaningful Participation: Meaningful participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and offering respectful comments during class. Meaningful participation is not checking your cellphone, surfing the web, or chatting with your neighbor during class conversations or activities.

In other words, good participation is simply being a good member of our class community. Everyone's experience in this course is enhanced by regular attendance and active participation; conversely, everyone's experience suffers if individuals do not attend and participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week's readings. So, don't be afraid to speak up!

V. Student Evaluation and Grading:

Grading Weights—your grade will be determined using the following weights:

- First Exam: 20%
- Second Exam: 20%
- Third Exam: 20%
- Final Paper: 20%
- Participation (including quizzes) and Attendance: 20%
- TOTAL: 100%

Grading Scale:

A	93 – 100	B	83 – 86	C	73 – 76	D	63 – 66
A-	90 – 92	B-	80 – 82	C-	70 – 72	D-	60 – 62
B+	87 – 89	C+	77 – 79	D+	67 – 69	F	Below 60

*This is the grade scale that I will use to guide my grading decisions. If you earn the percentage listed above, you are assured at least that grade. However, I reserve the right to curve the final grades upward should I deem it necessary.

VI. Course Outline:

The outline below is subject to changes; students are responsible for any changes I announce in class. The readings assigned to a particular date will be discussed in class. You should be prepared to answer any questions about the material for that day.

Date	Topic	Assigned Readings and Activities / Due Dates
Tuesday, Aug. 30	Introduction and Review of Syllabus	
Thursday, Sep. 1	Making Sense of Government and Politics; Collective Action Problems	<p>*Read Lowi <i>et al.</i> Chp 1: Introduction-Making Sense of Government and Politics (pages 2 – 23)</p> <p>*Read Brooks. 2014. “How Much of Our Time Should Politics Take?” http://www.rd.com/culture/david-brooks-politics-time/.</p> <p>Questions to consider: What is government; why do we have government? What is “politics?” Do politics matter? Who has power and how did they get it? What are “collective action problems” and why do they matter?</p>
Tuesday, Sep. 6	The Founding and the Constitution I	<p>*Read Lowi <i>et al.</i> Chp 2: The Founding and the Constitution (pages 24 – 36)</p> <p>*Skim Lowi <i>et al.</i> in Appendix: The Constitution of the United States of America / Amendments to the Constitution (pages A13 – A33)</p> <p>Questions to consider: What were the framers’ most important concerns when drafting the Constitution? How does the Constitution differ from the Articles of Confederation? Why is the Constitution “a bundle of compromises?”</p>
Thursday, Sep. 8	The Founding and the Constitution II	<p>*Read Lowi <i>et al.</i> Chp 2: The Founding and the Constitution (pages 36 – 57)</p> <p>*Read the Federalist 10 & Anti-Federalist Essays (pdf)</p> <p>Questions to consider:</p>

		<p>What are the key parts of and powers laid out in the Constitution? How is political power divided in the United States? How are those divisions of power enforced? How have these divisions of power changed over time? What were the Federalists and Anti-Federalists' arguments for or against a "pure" democracy? What were the opposing views of elected officials: should they act as delegates (following the expressed will of their constituents) or as trustees (using their judgement to decide what is best for the country)? What is the process to amend the Constitution?</p>
Tuesday, Sep. 13	Federalism and Separation of Powers	<p>*Read Lowi <i>et al.</i> Chp 3: Federalism and the Separation of Powers (pages 58 – 83) *Read Teles. 2014. "Kludgeocracy in America." (pdf)</p> <p>Questions to consider: What are the advantages / disadvantages of federalism (in theory and practice)? Who should have power, the states or the federal government? When? Who actually has power? Why? Which level of government is "most appropriate" to decide on which issues?</p>
Thursday, Sep. 15	Civil Liberties	<p>*Read Lowi <i>et al.</i> Chp 4: Civil Liberties and Civil Rights (pages 84 – 105) *Read "Americans Feel the Tensions Between Privacy and Security Concerns" Pew Research Center. (pdf)</p> <p>Questions to consider: What are civil liberties? What are civil rights? How do they differ? How have levels of civil liberties changed over time? What is the "right" balance between civil liberties and security? Do some liberties have to be "temporarily" sacrificed for the sake of security?</p>
Tuesday, Sep. 20	Civil Rights	<p>*Read Lowi <i>et al.</i> Chp 4: Civil Liberties and Civil Rights (pages 105 – 129) *Read "Segregation Now How 'Separate and Equal' is Coming Back." The Atlantic. (pdf)</p> <p>Questions to consider: What are civil liberties? What are civil rights? How do they differ? How have civil rights changed over time? Are race relations improving or deteriorating in the country? If laws and other measures bar racial discrimination, has American society treated both races with justice? Or do further steps need to be taken to compensate for past racial injustices and to counteract subtly persisting prejudices? What would American society look like today if affirmative action programs had never been instituted? What will it look like tomorrow if affirmative action programs are abolished?</p>
Thursday, Sep. 22	First Exam	
Tuesday, Sep. 27	Congress: Representation and Organization	<p>*Read Lowi <i>et al.</i> Chp 5: Congress: The First Branch (pages 130 – 154) *Read "How Policymakers Ignore the Public's Priorities." The</p>

		<p>Monkey Cage – The Washington Post (pdf).</p> <p>Questions to consider: What is the tension between members’ representative and policymaking roles? Should legislators serve as delegates or trustees? What processes/procedures/rules must members follow in order for their bills to become law?</p>
Thursday, Sep. 29	Congress: Decisionmaking and Additional Powers	<p>*Read Lowi <i>et al.</i> Chp 5: Congress: The First Branch (pages 154 – 167)</p> <p>*Read “Ten Things I Wish Political Scientists Would Teach about Congress” Pi Sigma Alpha Lecture. (pdf)</p> <p>Questions to Consider: What motivates members of Congress in their legislative behavior? How do elections shape Congressional behavior? Are there other influences (e.g., lobbyists, campaign contributions) on their behavior? Is the resurgence of partisanship in Congress a healthy or unhealthy development? Does it clarify national issues and generate sharper national debates? Or does it promote petty conflict between legislative partisans that serves only to alienate citizens further from Congress? Why is Congress so inefficient? What kinds of reforms might be needed?</p>
Tuesday, Oct. 4	The Presidency: History, Power, and Evolution of Office	<p>*Read Lowi <i>et al.</i> Chp 6: The Presidency (pages 168 – 203)</p> <p>*Read “Is the Presidency Too Big a Job?” Newsweek. (pdf)</p> <p>Questions to Consider: How has presidential power changed over time? Which is the president’s most powerful role? What is the mismatch between public expectations and presidential power? How can presidents achieve success in office?</p>
Thursday, Oct. 6	The Executive Branch: The Bureaucracy	<p>*Read Lowi <i>et al.</i> Chp 7: The Executive Branch (pages 204 – 237)</p> <p>*Read “The Rise of the Fourth Branch of Government.” The Washington Post. (pdf)</p> <p>Questions to Consider: How is the Executive Branch organized? Who is in charge of the bureaucracy? How does the bureaucracy work? What is the bureaucracy’s role? What is the nature of the “principal-agent” problem between Congress and the bureaucracy? How big is government? At which level has it grown the most?</p>
Tuesday, Oct. 11	Fall Break---NO Class	
Thursday, Oct. 13	Library Research Session	*Bring to class your laptop or computational device (if you have one) for hands-on activities.
Tuesday, Oct. 18	The Judiciary: Court System and Judicial Review	<p>*Read Lowi <i>et al.</i> Chp 8: The Federal Courts (pages 238 - 256)</p> <p>*Read “Can the Courts Make Congress Declare War.” The</p>

		<p>Atlantic. (pdf)</p> <p>Questions to Consider: How are the courts and legal system structured? What is judicial review and what role does it review play in our democratic process?</p>
Thursday, Oct. 20	The Judiciary: The Supreme Court	<p>*Read Lowi <i>et al.</i> Chp 8: The Federal Courts (pages 256 - 273)</p> <p>*Read “How to Read the Mind of a Supreme Court Justice” FiveThirtyEight. (pdf)</p> <p>Questions to Consider: How do cases reach the Supreme Court and how do judges decide cases? How do judges interpret the Constitution? Is the Supreme Court (and courts in general) political? Is it possible to “depoliticize” the courts? Does the Court matter?</p>
Tuesday, Oct. 25	State and Local Government	<p>*Read “Anatomy of Detroit’s Decline.” New York Times. (pdf).</p> <p>*Read “State takeovers do little to help cash-strapped cities like Flint.” The Conversation (pdf).</p> <p>#Watch “Special Districts” Last Week Tonight with John Oliver. At: https://www.youtube.com/watch?v=3saU5racsGE</p> <p>Questions to Consider What are some of the challenges / opportunities that state and local governments face? What is the relationship between state and local governments? What does “local government” even mean? Which level of government has more immediate impact on your daily life? Is this the level that you hear / learn the most about? What have we learned from the federal branches of government that might apply to the state and local contexts and what might not?</p>
Thursday, Oct. 27	Second Exam	
Tuesday, Nov. 1	Public Opinion I	<p>*Read Lowi <i>et al.</i> Chp 9: Public Opinion and the Media (pages 274 – 300)</p> <p>*Take these quizzes to assess your political ideology: http://www.selectsmart.com/FREE/select.php?client=PoliticalIdeas. and https://www.theadvocates.org/quiz/quiz.php#</p> <p>*Read “The Real Extremists are American Voters, Not Politicians.” The Monkey Cage – The Washington Post. (pdf)</p> <p>Questions to Consider What does it mean to be a conservative, a liberal, a libertarian, a populist, etc.? What is political ideology? What influences our ideological formation? Are voters or politicians more extreme in their ideology?</p>
Thursday, Nov. 3	Public Opinion II	<p>*Read “How American Politics Went Insane.” The Atlantic. (pdf)</p> <p>*Read “Should We Get Rid of Polls?” The Monkey Cage – Washington Post. (pdf)</p>

		<p>Questions to Consider: How do we know what “the public” thinks? What is public opinion? What influences public opinion? How do we measure public opinion? What makes a poll “good?” What information do we need to be able to interpret a poll reliably? Do surveys reflect or drive opinion? Are public opinion polls beneficial or harmful to democracy?</p>
Tuesday, Nov. 8	The Media	<p>*Read Lowi <i>et al.</i> Chp 9: Public Opinion and the Media (pages 300 – 311) *Read “How Trump Hacked the Media.” FiveThirtyEight. (pdf)</p> <p>Questions to Consider: How have the media and the news changed over time? How are emergent social media mediums affecting politics? Does the media influence political elites or do elites influence the media?</p>
Thursday, Nov. 10	Campaigns and Elections I	<p>*Read Lowi <i>et al.</i> Chp 10: Elections (pages 312 – 342) *Play the Redistricting Game: http://www.redistrictinggame.org/.</p> <p>Questions to Consider: What are the consequences of our current presidential nomination process? Are our election districts single-member districts or proportional representation? Does it matter? Who can vote? Who votes on election day? And how do voters decide? How does gerrymandering and different institutional rules affect which party can win a political majority?</p>
Tuesday, Nov. 15	Campaigns and Elections II	<p>*Read Lowi <i>et al.</i> Chp 10: Elections (pages 342 – 357) *Read “The New Price of American Politics.” The Atlantic. *Read “Do campaigns really change voters’ minds?” The Washington Post. (pdf)</p> <p>Questions to Consider: What role does money play in campaigns and elections? What are the different limits for financial contributions to campaigns? Do elections ensure accountability?</p>
Thursday, Nov. 17	Political Parties I	<p>*Read Lowi <i>et al.</i> Chp 11: Political Parties (358 – 380) *Read “Differences Between Democrats and Republicans.” EnkiVillage. At: http://www.enkivillage.com/differences-between-democrats-and-republicans.html *Read “The End of the Republican Party.” FiveThirtyEight. (pdf) #Watch “Primaries and Caucuses.” Last Week Tonight with John Oliver. At: https://www.youtube.com/watch?v=S2G8jhhUHg.</p> <p>Questions to Consider: Why do we have two political parties? What are the main differences between the Democratic and Republican parties? What are the</p>

		procedures for nominating and electing political candidates?
Tuesday, Nov. 22	Political Parties II	<p>*Read Lowi <i>et al.</i> Chp 11: Political Parties (380 – 393)</p> <p>*Read “Why Democrats and Republicans Don’t Understand Each Other.” Vox. (pdf)</p> <p>*Read “What we Know and Don’t Know about our Polarized Politics.” The Monkey Cage – The Washington Post. (pdf)</p> <p>Questions to Consider: How has the role of political parties changed since our founding? Are our parties more polarized now than ever before? Why? Should we treat the Republican and Democratic Parties as mirror, opposing images of one another? Or are they different in fundamental ways?</p>
Thursday, Nov. 24	Thanksgiving Break---No Class	
Tuesday, Nov. 29	Interest Groups	<p>*Read Lowi <i>et al.</i> Chp 12: Interest Groups (pages 394 – 424)</p> <p>*Read “Inside the Power of the N.R.A.” The New York Times Magazine. (pdf).</p> <p>Questions to Consider: What differentiates political parties and interest groups? How does each influence policymaking in the United States? What techniques do they use to achieve success? How have these roles changed over time?</p>
Thursday, Dec. 1	Public Policy I	<p>*Read Lowi <i>et al.</i> Chp 13: Public Policy (pages 426 – 456)</p> <p>*Read “Twenty Years Since Welfare Reform: How has America Fared?” The Atlantic. (pdf).</p> <p>Questions to Consider: What is public policy? What are the different policy areas?</p>
Tuesday, Dec. 6	Public Policy II	<p>*Read Lowi <i>et al.</i> Chp 13: Foreign Policy (pages 458 – 486)</p> <p>*Read “How ISIS Spread in Syria and Iraq—and How to Stop It.” The Atlantic. (pdf).</p> <p>Questions to Consider: How has American foreign policy evolved since our founding? Who makes and influences foreign policy? What are different goals of foreign policy?</p>
Thursday, Dec. 8	Review: What have you learned?	*Final Paper Due Today
Thursday, Dec. 15	Third Exam: 12:30 – 2:30pm	

#Content Disclaimer. Assignments marked with “#” contain content that may be offensive to some students. These comedy clips contain considerable profanity, irreverence for some individuals and groups’ beliefs, and regular mentions of or depictions of sexual acts. While these clips are not terribly explicit by modern standards, if you prefer not to be

exposed to these clips, you will not be required to do so nor will you be evaluated on the content from these clips. Despite their vulgarity, however, these clips do offer useful information on the assigned topic, reinforcing important concepts.

VII. Course Policies and Procedures:

Classroom Decorum: Politics can be controversial. And we will discuss controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires from all of us mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will be maintained at all times in this course. One's words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work, Make-Ups, Missed Quizzes or Exams: I expect students to make every effort to turn in assignments, take required quizzes / exams, or complete other activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence from campus, participation in a College-sponsored event or activity, or observance of a religious holiday. If you know in advance you will miss such a requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor's note) that allows me to verify the validity of your claim

Communication with the Instructor: I care about you and your success in this course, at Hope College, and beyond. I welcome suggestions, comments, questions, and conversations about the course, course material, political science, graduate or law school, or the professional arena outside academia. Feel free to stop by my office (office hours are listed above), set up an appointment, call, or email me. I will try to respond to all emails within 24 hours, although it may take longer on the weekends. I will also use email and our Moodle site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

Grade Appeals or Challenges: I am not infallible and make grading errors, including grading miscalculations, from time to time. If you have a question or concern regarding your performance on an assignment or an exam, or your standing in the course, I am happy to discuss this with you. I will use our course's Moodle site to input assignment scores. Be sure to check the Moodle site to ensure that I have not made any mistakes, and let me know as soon as possible if you believe I have.

In the event that you would like me to re-examine or re-grade an assignment that has been graded and handed back, I will do so after 24 hours have passed since the work was handed back and you have a legitimate reason for the request. "Legitimate" reasons include a grade miscalculation or a misunderstanding between the instructor and student, specifically in terms of the content of the student's work. You have five business days to appeal the assignment once the work is handed back. However, please note that if you appeal a grade on an assignment and I decide to reexamine the assignment, the grade may go up *or* down. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course

(unless you get explicit permission from me beforehand). All students at Hope College are responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include: cheating, plagiarism (including “patchwriting”), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the college).

Disabilities Accommodation: The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students with disabilities need to register documentation with the Office of Disability Services and/or Academic Support Center so they can determine accommodations based on documented disabilities. Any student enrolled in this course who has a disability which falls within the ADA guidelines should let me know at the beginning of the semester so instructional accommodations can be made. If you have any questions, please call Student Development at 616-395-7800.

FINAL PAPER ASSIGNMENT: THE 28th AMENDMENT¹

DUE IN CLASS: THURSDAY, DECEMBER 8, 2016

Overview: The United States Constitution has been amended 27 times in its history. These amendments are now a permanent part of the Constitution. In addition, there have been 6 amendments that have passed the US Congress but failed to receive the support from 3/4 of the states. These are the six “failed amendments.” Finally, every year there are hundreds of amendments proposed, most of which never make it out of a Congressional committee.

Assignment: In this paper, your task is to write an essay articulating and defending the 28th Amendment to the US Constitution. Your paper should begin with the text of the Amendment itself. You may choose to defend one of the failed amendments, a proposed amendment that hasn’t won the support of Congress, or an entirely new amendment. Your paper should be a persuasive essay, meant to persuade members of Congress and state legislatures to vote for your amendment. You need to describe the issue (i.e., why the amendment is needed and what problem the amendment will solve) and explain specifically how the amendment will solve the problem.

Specifically you must do three things:

1. Present the full text of the Amendment.
2. Justify **why** the Amendment should be added to the Constitution, citing specific weaknesses in the laws, rights, or Constitution that exist right now that make this Amendment necessary and important.
3. Discuss the ratification process for the Amendment. What does your read of the current political climate suggest about the chances of the Amendment’s ratification? What political hurdles might you have to overcome to get your Amendment passed? Which groups/political parties/types of people will support it? Which groups/political parties/types of people will oppose it? How would you answer any potential criticisms to your Amendment?

Requirements:

- 4-6 pages, double-spaced, 12 point standard font with 1-inch margins (in addition to the Amendment text).
- Have *at least* 5 outside, reputable sources.
- Due at the beginning of class on December 8, 2016.

Breakdown of points (100 total):

- Present full text of Amendment (10 points)
- Argument and support for why Amendment should be added (see #2 above) (30 points)
- Discussion of ratification process (see #3 above) (40 points)
- Format, Chicago Style Formatting, Grammar, Clear Writing, Appropriate Sources (20 points)

¹ Adapted from Matt Filner, Metropolitan State University and Amanda Bryan, Loyola University.

Political Science 242: RESEARCH METHODS
Fall 2016—Tuesday and Thursday: 12:00-1:20pm
Martha Miller Center—Room 238

I. Course Instructor:

Marty P. Jordan, Visiting Assistant Professor
Department of Political Science, Hope College

Office: 206 Lubbers Hall
Office Phone: 616-395-7624

Email: jordanm@hope.edu (*When emailing, please include POL 242 in the subject line)
Office Hours: Tuesday (3:00 – 4:00pm), Thursday (11:00am – 12:00pm), or by Appointment

II. Course Objectives:

Consider these questions:

- What is the probability that two countries will go to war in a given year?
- How likely is it that an incumbent will be re-elected to the state legislature?
- What factors help explain how justices on the U.S. Supreme Court vote?

While we may have general intuitions about how to answer these questions, one of the broad goals of political science is to seek a more rigorous and systematic answer to these types of inquiries. This course is designed to introduce you to the scientific study of politics and make you aware of some of the tools political scientists use to analyze political phenomena of interest.

There are five objectives. First, you will become generally familiar with the “philosophy of science” as it pertains to the social sciences. Second, you will be introduced to different puzzles, theories, and sub-fields of political science. Third, you will learn about the importance of research design and scientific methods. Fourth, you will gain an understanding of how to use numbers and data to accurately construct and test theoretically-motivated hypotheses. Finally, you will incorporate your statistical knowledge into a generally persuasive yet still truthful argument. Ultimately, our main goal is to tie all of these objectives together into a coherent understanding of the discipline of political science.

As such, you should leave this course with the following competencies:

- You should learn about some common errors in human thinking and how these errors sometimes lead us to wrong (if comfortable) conclusions.
- You should understand that our discipline is made up of a set of rules and methods that are in place to prevent us from falling into these common human thinking errors.
- You should have a better understanding of the different subfields in political science and be able to employ both qualitative and quantitative methods to answer interesting and important research questions.
- You should have the experience working with and writing about data on a broad array of topics ranging from international conflict to elections to the courts.
- You should become a *critical* consumer of news, data, and social science research results, and learn how to make “some” sense of the daily deluge of data and information.

- You should have a clearer idea about what political scientists do, and how to properly analyze academic studies, evaluate evidence, consider and develop theories, and summarize a large amount of literature in a manner that complements your own research.

Prerequisites for this course: POL 100 or POL 151

III. Course Materials:

Please purchase, rent, borrow, or check out from the library the following (in hardcover or paperback):

- Wheelan, Charles. 2013. *Naked Statistics: Stripping the Dread from the Data*. New York, NY: W. W. Norton & Company.

There will also be additional assigned reading materials—e.g., book chapters, research articles, news reports—that I will make available via the course website on Moodle.

IV. Course Requirements:

TWO EXAMS: (20% EACH). There will be both a midterm and a final exam administered during the semester. The format of each exam will be described in a class session before the exam, but, in general, both exams will consist of a mixture of multiple choice, short answer, and/or problem solving questions. The exams will assess your knowledge of material contained within the assigned readings, from lecture, and from our course discussions. The first exam will cover material from the first half of the course. The final exam is not cumulative, though information from the beginning of the semester will certainly be helpful as we discuss information from the latter portion of the class.

RESEARCH PROPOSAL: (30% TOTAL). You will be asked to complete a research proposal that will comprise three parts: (1) a Literature Review, (2) a Research Poster presented at the end of semester Political Science Research Conference, (3) and the final written Research Proposal.

This project will build on the concepts and practices that you learn from this course. I will provide more details in a few weeks, but in general, you will first select a dataset (of interest to you) from a set of four datasets that I will make available. Of course, if you are highly motivated, you may find a dataset of interest to you on your own and get it approved by me.

(1) Knowing the data you have available to you, you will then be asked to come up with a research question, put forward a theory (or theories) that might answer your question, and complete a literature review that summarizes the state of the scholarship on your research question. The literature review should be about a 4 - 5 page summative piece (double-spaced, 12pt. standard font, 1 inch margins) describing the scholarly work in that field that addresses your research question. In order to successfully complete the assignment you will engage in library research, read various scholarly articles, and highlight both seminal and current research in the field. There will be multiple opportunities provided to help you understand what a literature review entails and how to find the right research and write a strong review of the

literature. It is up to you to take advantage of these opportunities. The literature review is due Tuesday, October 18 and is worth 5% of your final grade.

(2) After you have a better sense of the state of the literature regarding your research question, you will then think about research design, including developing hypotheses, identifying variables from the dataset that might be used to test your hypotheses, as well as any preliminary empirical results or a synopsis of the results you might expect. You will then condense this material to a conference-quality poster and present your research proposal at the Political Science Research Conference held in Maas Auditorium on **Tuesday, November 29 from 5:45-8:00pm. This is a mandatory component of the class.** Do not agree to work, doctor's appointments, co-curricular events (Greek Life, Geek Life, sports, etc.). No excused absences. Collectively, the research poster, presentation, and your participation at the Conference are worth a total 10% of your final grade. For sufficient time to print your poster, you must turn in your poster to Print Services by 5:00pm on Thursday, November 17. More details on how to do this, including a poster template and examples, will be provided.

(3) Putting together the research poster will help you finalize your research proposal. The final research proposal should contain the main research question, why it is important, your literature review, your proposed theories and developed hypotheses to test those theories, the data and methods you will rely on to assess your question, your preliminary results, anticipated findings if you did completed the full research project, conclusion, and list of primary references. See below for the key components needed in your research proposal along with suggested page length for each section.

Intro:	What is your Research Question? Why does it matter? (1/2 - 1 page)
Literature Review:	What does the current scholarship say about this question? (4 - 5 pages)
Theory and Hypotheses:	What theory or theories might answer this question? What are your hypotheses to test the theory or theories? (1 page)
Data and Methods:	What dataset and variables are you using to analyze hypotheses? What is your main method to try to answer your research question? (1/2 - 1page)
Preliminary Findings:	Using your dataset and selected variables, what are your preliminary results from cross tabulation calculations, difference of means or proportions tests, or basic regression analyses? How can you best visually present your findings (e.g., table, graph)? (1 - 1 1/2 pages)
Anticipated Findings:	If you were to actually carry out the study, what results would you ultimately expect? What might be another way to check those results (i.e., robustness check), to ensure they are not due to other factors? (1/2 page)
Conclusion:	In a paragraph, what did you study, what did you find, and why does it matter (what are the implications)? In another paragraph, what are some of the limitations of your research design (any suggestions from the poster presentation)? (1/2 page)
References:	What are the top five sources you relied on from literature review to put forward your theory, develop hypotheses, and carry out research process? (1/2 page)

Overall, the final research proposal should be between 8 – 12 pages (double-spaced, 12pt. standard font, 1 inch margins), is worth 15% of your final grade, and is due Thursday, December 8, 2016. This may all sound ominous but you will be capable of doing all of these tasks by the end of the semester.

THREE LAB ASSIGNMENTS: (10% TOTAL). You will also be asked to complete three lab assignments throughout the semester that will build on what you learn in the lectures and laboratory sessions. Doing well on these small-scale projects will prepare you for success with the larger Research Assignment. The assignments may ask you to collect data, develop hypotheses, do simple calculations, analyze data, etc.

TEN POP-QUIZZES: (5%). There will be ten short-answer pop-quizzes administered throughout the semester. I will drop your two lowest scores. These quizzes will assess your comprehension of the assigned day's reading material or the previous class' lecture content and discussion. If you come prepared to every class, having read the material, you will do well on the quizzes.

PARTICIPATION AND ATTENDANCE: (15%). The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you?: (1) Preparation, (2) Regular Attendance, and (3) Meaningful Participation.

(1) Preparation: I expect you to complete the assigned readings and activities for each class as scheduled and come prepared to answer quiz questions or discuss. (2) Regular Attendance: I also expect you to attend class on a regular basis. You will not do well in this course if you do not show up. If you miss a class, you bear the responsibility of getting notes, information about assignments, or changes to the syllabi from a classmate. See the section below on how to deal with Late Work, Make-Ups, Missed Quizzes or Exams.

(3) Meaningful Participation: Meaningful participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and offering respectful comments during class. Meaningful participation is not checking your cellphone, surfing the web, or chatting with your neighbor during class conversations or activities.

In other words, good participation is simply being a good member of our class community. Everyone's experience in this course is enhanced by regular attendance and active participation; conversely, everyone's experience suffers if individuals do not attend and participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week's readings. So, don't be afraid to speak up!

V. Student Evaluation and Grading:

Grading Weights—your grade will be determined using the following weights:

- Midterm Exam: 20%
- Final Exam: 20%
- Research Proposal: 30%
 - Literature Review (5%)
 - Poster and Presentation (10%)

- Final Research Proposal (15%)
- Pop Quizzes (10): 5%
- Lab Assignments (3): 10%
- Attendance and Participation: 15%
- TOTAL: 100%

Grading Scale:

A	93 – 100	B	83 – 86	C	73 – 76	D	63 – 66
A-	90 – 92	B-	80 – 82	C-	70 – 72	D-	60 – 62
B+	87 – 89	C+	77 – 79	D+	67 – 69	F	Below 60

*This is the grade scale that I will use to guide my grading decisions. If you earn the percentage listed above, you are assured at least that grade. However, I reserve the right to curve the final grades upward should I deem it necessary.

VI. Course Outline:

The outline below is subject to changes; students are responsible for any changes I announce in class. The readings and activities assigned to a particular date will be discussed in class. You should be prepared to answer any questions about the material for that day.

Date	Topic	Assigned Readings and Activities / Due Dates
Tuesday, Aug. 30	Intro, Review Syllabus	
Thursday, Sep. 1	Errors in Human Thinking and Coping Mechanisms	*Read Kida: Introduction: A Six-Pack of Problems
Tuesday, Sep. 6	Science vs. Pseudo-science—What is Science?	*Read Kida: Science vs. Pseudo-science *Read Okasha, Chp. 1: What is science?
Thursday, Sep. 8	Philosophy of Science: Popper and Hume; Feyerabend and Kuhn; Paradigm Shifts	*Read Okasha, Chp. 2: Scientific Reasoning *Read Okasha, Chp. 5: Scientific Change and Scientific Revolutions
Tuesday, Sep. 13	Philosophy of Science; Political Science vs. Hard Sciences	*Read Wheelan, Chp. 1: What's the Point? #Watch "Scientific Studies." Last Week Tonight with John Oliver. At: https://www.youtube.com/watch?v=0Rnq1NpHdmw .
Thursday, Sep. 15	The Research Process	*Read Pollock, Chp. 3: Proposing Explanations, Framing Hypotheses, and Making Comparisons
Tuesday, Sep. 20	Descriptive and Causal Inference: Lab Day	*Read Wheelan, Chp. 2: Descriptive Statistics *Read Wheelan, Chp. 3: Deceptive Description
Thursday, Sep. 22	Library Research Session	*We will meet at the Library. Please bring your laptop or computational device (if you have one) for hands-on learning activities.
Tuesday, Sep. 27	Descriptive and Causal Inference: Lab Day	*Read Wheelan, Chp. 4: Correlation *Read Washington Post article: "Aren't more white people than black people killed by police? Yes, but no."

		*Read Stat-Spotting, Chp. B – Background
Thursday, Sep. 29	Measurement and Describing Variables	*Read Pollock, Chp. 1: The Definition and Measurement of Concepts *Read Pollock, Chp. 2: Measuring and Describing Variables
Tuesday, Oct. 4	Measurement and Describing Variables: Lab Day	*Lab Assignment #1 Due Today
Thursday, Oct. 6	Midterm Exam	
Tuesday, Oct. 11	Fall Break---NO Class	
Thursday, Oct. 13	Qualitative vs. Quantitative Research	*Read Qualitative Social Research, Part I. *Read “Interviewing,” from Qualitative Social Research. *Read Seawright, Jason and John Gerring. 2008. “Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options.” Boston University, Massachusetts: <i>Political Research Quarterly</i> , 61 (2), 294-308.
Tuesday, Oct. 18	Archival Visit and Exercise	*Read Thies, Cameron G. 2002. “A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations.” <i>International Studies Perspectives</i> 3 (4): 351–72. *Literature Review Due Today
Thursday, Oct. 20	Observational vs. Experimental Studies	*Read Pollock, Chp. 4: Research Design and the Logic of Control
Tuesday, Oct. 25	Observational vs. Experimental Studies	*Read Gerber, Green, Larimer (2008) article *Read Butler and Broockman (2011) article
Thursday, Oct. 27	Making Controlled Comparisons: Lab Day	*Read Pollock, Chp. 5: Making Controlled Comparisons
Tuesday, Nov. 1	Basic Probability and Problems with Probability	*Read Wheelan, Chp. 5: Basic Probability *Read Wheelan, Chp. 6: Problems with Probability
Thursday, Nov. 3	Central Limit Theorem	*Read Wheelan, Chp. 8: The Central Limit Theorem *Lab Assignment #2 Due Today
Tuesday, Nov. 8	Statistical Inference	*Read Wheelan, Chp. 9: Inference
Thursday, Nov. 10	Statistical Inference: Lab Day	*Read Pollock, Chp. 6: Foundations of Statistical Inference
Tuesday, Nov. 15	Finalize Research Poster: Lab Day	*No Assigned Readings
Thursday, Nov. 17	Polling, Surveys, and Sampling	*Read Wheelan, Chp. 10: Polling *Submit posters to Print Services for printing no later than today by 5:00pm.
Tuesday, Nov. 22	Polling, Surveys, and Sampling	*Read Berinsky (1999) article *Read “Should We Get Rid of Polls?” The Monkey Cage – Washington Post.

		*Lab Assignment #3 Due Today
Thursday, Nov. 24	Thanksgiving Break---No Class	
Tuesday, Nov. 29	Prepare for and Discuss Presentations	*Attend and Give Research Poster Presentation, Maas Auditorium, 5:45 – 8:00pm.
Thursday, Dec. 1	Regression: The Workhorse of Statistics	*Read Wheelan, Chp. 11: Regression Analysis
Tuesday, Dec. 6	Ethical Issues in Science and Political Science	*Read The Immortal Life of Henrietta Lacks chapters *Read “Cruz Mailer, Inspired by Political Scientists...” Washington Post article.
Thursday, Dec. 8	Review: The Power (and limitations) of Science	*Research Proposal Due Today
Monday, Dec. 12	Final Exam: 12:30 – 2:30pm	

#Content Disclaimer. Assignments marked with “#” contain content that may be offensive to some students. These comedy clips contain considerable profanity, irreverence for some individuals and groups’ beliefs, and regular mentions of or depictions of sexual acts. While these clips are not terribly explicit by modern standards, if you prefer not to be exposed to these clips, you will not be required to do so nor will you be evaluated on the content from these clips. Despite their vulgarity, however, these clips do offer useful information on the assigned topic, reinforcing important concepts.

VII. Course Policies and Procedures:

Classroom Decorum: Politics can be controversial. And we will discuss controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires from all of us mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will be maintained at all times in this course. One’s words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work, Make-Ups, Missed Quizzes or Exams: I expect students to make every effort to turn in assignments, take required quizzes / exams, or complete other activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence from campus, participation in a College-sponsored event or activity, or observance of a religious holiday. If you know in advance you will miss such a requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor’s note) that allows me to verify the validity of your claim

Communication with the Instructor: I care about you and your success in this course, at Hope College, and beyond. I welcome suggestions, comments, questions, and conversations about the course, political science, graduate school, or the professional arena outside academia. Feel free to stop by my office (office hours are listed above), set up an appointment, call, or email me. I will try to respond to all emails within 24 hours, although it may take longer on the weekends. I will also use email and our Moodle site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

Grade Appeals or Challenges: I am not infallible and make grading errors, including grading miscalculations, from time to time. If you have a question or concern regarding your performance on an assignment or an exam, or your standing in the course, I am happy to discuss this with you. I will use our course's Moodle site to input assignment scores. Be sure to check the Moodle site to ensure that I have not made any mistakes, and let me know as soon as possible if you believe I have.

In the event that you would like me to re-examine or re-grade an assignment that has been graded and handed back, I will do so after 24 hours have passed since the work was handed back and you have a legitimate reason for the request. "Legitimate" reasons include a grade miscalculation or a misunderstanding between the instructor and student, specifically in terms of the content of the student's work. You have five business days to appeal the assignment once the work is handed back. However, please note that if you appeal a grade on an assignment and I decide to reexamine the assignment, the grade may go up *or* down. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). All students at Hope College are responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include: cheating, plagiarism (including "patchwriting"), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the college).

Disabilities Accommodation: The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students with disabilities need to register documentation with the Office of Disability Services and/or Academic Support Center so they can determine accommodations based on documented disabilities. Any student enrolled in this course who has a disability which falls within the ADA guidelines should let me know at the beginning of the semester so instructional accommodations can be made. If you have any questions, please call Student Development at 616-395-7800.

Political Science 110: CAMPAIGNS & ELECTIONS

Fall 2016—Tuesday and Thursday: 9:30-10:50am

Room 241—Martha Miller Center

I. Course Instructor:

Marty P. Jordan, Visiting Assistant Professor
Department of Political Science, Hope College

Office: 206 Lubbers Hall
Office Phone: 616-395-7624

Email: jordanm@hope.edu (*When emailing, please include POL 110 in the subject line)

Office Hours: Tuesday (3:00 – 4:00pm), Thursday (11:00am – 12:00pm), or by Appointment

II. Course Objectives:

If money is the currency of an economy, then votes are the currency of a democracy. Campaigns—presidential, congressional, state, local, issue-based—are waged between political parties, candidates, interest groups, and activists to win votes during elections. Elections provide citizens the opportunity to delegate their authority and send signals about their preferences for officials and different public policies. As such, campaigns and elections hold a, if not *the* prominent position in the American political process. And we are currently experiencing, arguably, one of the most interesting presidential campaigns in generations. Given this, there is no better time than now to learn about the fundamentals of American politicking and electoral institutions.

This course is designed to provide you an overview of American political campaigns and elections. There are three main objectives. First, you will gain a thorough understanding of American political campaigns, including their history, structure, and sequence as well as the strategies and behaviors of relevant actors. Second, you will develop a practitioner's sensibility regarding the strategic considerations and constraints associated with running for office or influencing American elections. Finally, you will become familiar with the institutional rules and procedures of elections, and how they condition political behavior and outcomes.

As such, you should leave this course with the following competencies:

- You should learn about past and current presidential, congressional, and state campaigns.
- You should gain insight into and recognize the strategies of key actors in political campaigns.
- You should cultivate an understanding of the role of campaign and electoral institutions (e.g., electoral rules, campaign finance laws, the media, etc.) that influence political behavior.
- You should be able to identify and understand the components of voter decision-making at the ballot box and the response of voters to campaigns.
- You should be familiar with political science research regarding political campaigns and elections in the United States.
- You should be better equipped to participate in the political system, or work on a political campaign (if you so desire).
- You should improve your ability to express your political views both verbally and in writing.

III. Course Materials:

Please purchase, rent, borrow, or check out from the library the following:

- Sides, John, Daron Shaw, Matt Grossmann, and Keena Lipsitz. 2015. *Campaigns and Elections. Second Edition*. New York, NY: W. W. and Norton Company.

Using an earlier edition, such as the 1st edition, is also acceptable. However, if you decide to use the earlier edition, it is your responsibility to match the assigned chapters to the corresponding pages / chapters in earlier editions. There will also be additional assigned reading materials—e.g., book chapters, research articles, news reports—that I will make available via the course website on Moodle.

IV. Course Requirements:

TWO EXAMS: (25% EACH). There will be both a midterm and a final exam administered during the semester. The format of each exam will be described in a class session before the exam, but, in general, both exams will consist of a mixture of multiple choice, short answer, and/or problem solving questions. The exams will assess your knowledge of material contained within the assigned readings, from lecture, and from our course discussions. The first exam will cover material from the first half of the course. The final exam is not cumulative, though information from the beginning of the semester will certainly be helpful as we discuss information from the latter portion of the class.

CAMPAIGN STRATEGY MEMO: (25%). You are expected to follow the media coverage of the 2016 presidential elections. However, I will ask each of you to also choose and follow the media and campaign coverage of either a competitive U.S. Senate or U.S. House race. More details about the Campaign Strategy Memo as well as the competitive Senate and House races you can choose from are listed in a section below. There will be some time allocated each class period for questions and comments about campaign news. For the Campaign Strategy Memo due at the end of the course as well as class discussion, you need to conduct a regular search for news reports and regularly check the candidates' websites to observe the dynamics of the race and the messages of the candidates. You can stay informed of the presidential race (and other races) by browsing one or several of the following publications every day that we have class:

- The Hotline by National Journal www.nationaljournal.com/hotline
- First Read by NBC News www.nbcnews.com/politics/first-read
- RealClearPolitics: www.realclearpolitics.com/
- Politico: www.politico.com/
- The Monkey Cage: www.washingtonpost.com/news/monkey-cage/
- The Mischiefs of Faction: www.vox.com/mischiefs-of-faction
- FiveThirtyEight: www.fivethirtyeight.com
- Washington Post: www.washingtonpost.com
- New York Times: www.nytimes.com/
- Wall Street Journal: www.wsj.com/
- Vox: www.vox.com

PARTICIPATION AND ATTENDANCE: (25%). The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you?: (1) Preparation, (2) Regular Attendance, and (3) Meaningful Participation.

(1) Preparation: I expect you to complete the assigned readings and activities for each class as scheduled and come prepared to answer quiz questions or discuss. (2) Regular Attendance: I also expect you to attend class on a regular basis. You will not do well in this course if you do not show up. If you miss a class, you bear the responsibility of getting notes, information about assignments, or changes to the syllabi from a classmate. See the section below on how to deal with Late Work, Make-Ups, Missed Quizzes or Exams.

(3) Meaningful Participation: Meaningful participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and offering respectful comments during class. Meaningful participation is not checking your cellphone, surfing the web, or chatting with your neighbor during class conversations or activities.

In other words, good participation is simply being a good member of our class community. Everyone's experience in this course is enhanced by regular attendance and active participation; conversely, everyone's experience suffers if individuals do not attend and participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week's readings. So, don't be afraid to speak up!

V. Student Evaluation and Grading:

Grading Weights—your grade will be determined using the following weights:

- Midterm Exam: 25%
- Final Exam: 25%
- Campaign Strategy Memo: 25%
- Participation (including quizzes) and Attendance: 25%

Grading Scale:

A	93 – 100	B	83 – 86	C	73 – 76	D	63 – 66
A-	90 – 92	B-	80 – 82	C-	70 – 72	D-	60 – 62
B+	87 – 89	C+	77 – 79	D+	67 – 69	F	Below 60

*This is the grade scale that I will use to guide my grading decisions. If you earn the percentage listed above, you are assured at least that grade. However, I reserve the right to curve the final grades upward should I deem it necessary.

VI. Course Outline:

The outline below is subject to changes; students are responsible for any changes I announce in class. The readings and activities assigned to a particular date will be discussed in class. You should be prepared to answer any questions about the material for that day.

Date	Topic	Assigned Readings and Activities / Due Dates
Tuesday, Aug. 30	Introduction to Campaigns and Elections; Review of Syllabus	
Thursday, Sep. 1	American Electoral Process and Institutions: Institutions Matter!	*Read Sides <i>et al.</i> Chps. 1 (Introduction) and 2 (The American Electoral Process) #Watch “Primaries and Caucuses.” Last Week Tonight with John Oliver. At: https://www.youtube.com/watch?v=S2G8jhhUHg . *Bring Laptops or Electronic Computational Device to Class if you have one
Tuesday, Sep. 6	Evolution of American Campaigns	*Read Sides <i>et al.</i> Chp. 3 (The Transformation of American Campaigns) *Read the Federalist 10 & Anti-Federalist Essays *Decision on which Campaign to Follow Due
Thursday, Sep. 8	Modern Campaigns, Campaign Finance	*Read Sides <i>et al.</i> Chp. 4 (Financing Campaigns) and Chp. 5 (Modern Campaign Strategies) *Read “The Real Story about How Data-Driven Campaigns Target Voters” – The Monkey Cage, Washington Post
Tuesday, Sep. 13	Political Parties, Role of Parties,	*Read Sides <i>et al.</i> Chp. 6 (Political Parties) *Read “The End of the Republican Party.” FiveThirtyEight. (pdf)
Thursday, Sep. 15	Political Parties, Polarization, Party Asymmetry	*Read “Why Democrats and Republicans Don’t Understand Each Other.” Vox. (pdf) *Read “What we Know and Don’t Know about our Polarized Politics.” The Monkey Cage – The Washington Post. (pdf)
Tuesday, Sep. 20	Midterm Exam	
Thursday, Sep. 22	Interest Groups	*Read Sides <i>et al.</i> Chp. 7 (Interest Groups)
Tuesday, Sep. 27	The Media	*Read Sides <i>et al.</i> Chp 8 (Media) *Read “How Trump Hacked the Media.” FiveThirtyEight article
Thursday, Sep. 29	Voter Participation and Mobilization	*Read Sides <i>et al.</i> Chp 12 (Voter Participation) *Read Gerber, Green, Larimer (2008) article *Read “Virginia’s governor wants to give 200,000 ex-prisoners the right to vote. Republicans don’t.”
Tuesday, Oct. 4	Voter Choice: Party Identification, Ideology, Policy Preferences	*Read Sides <i>et al.</i> Chp 13 (Voter Choice) *Read “Neil deGrasse Tyson has the wrong model of politics.” Mischiefs of Faction – Vox. *Read “How Many Republicans Marry Democrats?”

		FiveThirtyEight.
Thursday, Oct. 6	Candidate Visit, To be Announced	*Read Candidate's Bio, Website. Come Prepared with Questions
Tuesday, Oct. 11	Fall Break – No Class	
Thursday, Oct. 13	Do Campaigns Matter? Review	*Read "How Do Campaigns Matter?" Annual Review of Political Science
Tuesday, Oct. 18	Final Exam	*Candidate Strategy Memo Due

#Content Disclaimer. Assignments marked with “#” contain content that may be offensive to some students. These comedy clips contain considerable profanity, irreverence for some individuals and groups’ beliefs, and regular mentions of or depictions of sexual acts. While these clips are not terribly explicit by modern standards, if you prefer not to be exposed to these clips, you will not be required to do so nor will you be evaluated on the content from these clips. Despite their vulgarity, however, these clips do offer useful information on the assigned topic, reinforcing important concepts.

VII. Course Policies and Procedures:

Classroom Decorum: Politics can be controversial. And we will discuss controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires from all of us mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will be maintained at all times in this course. One’s words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work, Make-Ups, Missed Quizzes or Exams: I expect students to make every effort to turn in assignments, take required quizzes / exams, or complete other activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence from campus, participation in a College-sponsored event or activity, or observance of a religious holiday. If you know in advance you will miss such a requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor’s note) that allows me to verify the validity of your claim

Communication with the Instructor: I care about you and your success in this course, at Hope College, and beyond. I welcome suggestions, comments, questions, and conversations about the course, course material, political science, graduate or law school, or the professional arena outside academia. Feel free to stop by my office (office hours are listed above), set up an appointment, call, or email me. I will try to respond to all emails within 24 hours, although it may take longer on the weekends. I will also use email and our Moodle site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

Grade Appeals or Challenges: I am not infallible and make grading errors, including grading miscalculations, from time to time. If you have a question or concern regarding your performance on an assignment or an exam, or your standing in the course, I am happy to discuss this with you. I will use our course’s Moodle site to input assignment scores. Be sure to check the Moodle site to ensure that I have not made any mistakes, and let me know as soon as possible if you believe I have.

In the event that you would like me to re-examine or re-grade an assignment that has been graded and handed back, I will do so after 24 hours have passed since the work was handed back and you have a legitimate reason for the request. “Legitimate” reasons include a grade miscalculation or a misunderstanding between the instructor and student, specifically in terms of the content of the student’s work. You have five business days to appeal the assignment once the work is handed back. However, please note that if you appeal a grade on an assignment and I decide to reexamine the assignment, the grade may go up *or* down. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). All students at Hope College are responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include: cheating, plagiarism (including “patchwriting”), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the college).

Disabilities Accommodation: The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students with disabilities need to register documentation with the Office of Disability Services and/or Academic Support Center so they can determine accommodations based on documented disabilities. Any student enrolled in this course who has a disability which falls within the ADA guidelines should let me know at the beginning of the semester so instructional accommodations can be made. If you have any questions, please call Student Development at 616-395-7800.

SELECTING A CAMPAIGN TO FOLLOW THROUGHOUT THE SEMESTER

SELECTION DUE IN CLASS: TUESDAY, SEPTEMBER 6, 2016

I will ask all of us to follow the race for President. In addition to that, please also select ONE race and ONE candidate from either the U.S. Senate or U.S. House races listed below. For the Campaign Strategy Memo due at the end of the course as well as class discussion, you need to conduct a regular search for news reports and regularly check the candidates' websites to observe the dynamics of the race and the messages of the candidates. See the instructions for the Campaign Strategy Memo below.

Select One U.S. Senate Race and Choose One of the Candidates:

Arizona	New Hampshire
Florida	North Carolina
Illinois	Ohio
Missouri	Pennsylvania
Nevada	Wisconsin

OR

Select One U.S. House Race and Choose One of the Candidates:

Arizona – 1st
California – 25th
Colorado – 6th
Florida – 18th
Florida – 26th
Illinois – 10th
Iowa – 3rd
Maine – 2nd
Michigan – 1st
Michigan – 7th
Michigan – 8th
Minnesota – 2nd
Nevada – 3rd
New York – 1st
New York – 3rd
New York – 19th
New York – 22nd
New York – 24th
Pennsylvania – 8th
Texas – 23rd
Utah – 4th
Wisconsin – 8th

CAMPAIGN STRATEGY MEMO ASSIGNMENT²

DUE START OF CLASS: TUESDAY, OCTOBER 18, 2016

4 to 7 pages of text, double-spaced, 12 pt. standard font, one-inch margins

Assignment: Pretend that you are working for one of the two general election candidates in the competitive U.S. House or U.S. Senate race that you are following. Prepare a memo to the lead campaign staff and the candidate, describing your advice for what the campaign organization and the candidate can do to win the election.

To prepare the memo, you should look for and review the following information:

- State / district maps
- Past election results for the State / district
- State / District demographics
- News articles on the campaign
- Biographical information on the candidates
- The issues discussed and messages presented on the campaign website
- Information on the finances of each candidate

After reviewing the information, you could choose to include any of the following in your memo:

- State / District Demographic, Economic, & Electoral Analysis
 - Who is likely to support each candidate and what constituencies are up for grabs? Which endorsements should each candidate seek? What voter groups should your candidate target and how will she or he reach them? How will she or he amass a majority of voters?
- Candidate Analysis: Strengths & Weaknesses
 - What are the strengths and weaknesses of each candidate? How will the candidates' biographies affect the race? How should your candidate present their biography and their opponents' biography?
- Message: Theme, Issues, & Contrasts
 - What will be the theme of the campaign? What issues or candidate characteristics will be the focus of your campaign? What contrasts will you raise to distinguish between the candidates? How will you link the candidate's biography, issues, and contrasts to the broader theme?
- Organization: Volunteer & Staff, GOTV
 - How should the campaign organize itself? How should you recruit volunteers and dedicate staff? How will you raise money? How will you allocate resources? How will you get-out-the-vote?
- Media Plan: Paid & Earned Media
 - What will be the content of your press releases, television advertisements, and direct mail pieces? Where will you advertise? How will you get the attention of the news media?

You can follow any structure but the paper should be written in the style of an intra-office memo (see the example Memo below). You should focus on the campaign aspects that will not be obvious to the campaign staff. You were hired to help advise them, not tell them what they already know.

²Adapted from Matt Grossmann, Michigan State University

MEMORANDUM

To: President Josiah Bartlet
CC: Leo McGarry, Joshua Lyman, and Toby Ziegler
From: Joey Lucas
Date: October 18, 2016
Re: How to Win a Third Term

This Memo provides a brief update on the strength of President Bartlet's candidacy and a strategic outline for the path to winning a third term in the White House.

