

Political Science 104

UW-Madison

Professor Mayer (krmayer@wisc.edu)

Head TA: Victoria Casola (casola@wisc.edu)

Lecture: TR 9:30-10:45am, ONLINE (Blackboard/Canvas)

OFFICE HOURS: Scheduled online for Wednesdays 10-11AM for remote conferencing (not private).

I, 20-21

Syllabus

4 credits

Political Science 104

Introduction to American Politics and Government

Preliminaries

Before we start, I want to make a few things clear: First, no one in this class (or any other that I teach) will be penalized, rewarded, or otherwise evaluated based on ideology, partisanship, political views, vote preferences, or anything other than the requirements set out below and in course assignments. Second, a key component of an education is developing the ability to distinguish between *statements of fact and evidence* and *interpretations* about what those facts mean. Third, a statement, interpretation, or idea that goes against your priors, or even one that you find offensive, is not by definition a personal attack or a hostile act; the ability to listen, engage, respond, and counterargue in this situation is an essential element of becoming a critical thinker.¹

Remember why you're here: "Whatever may be limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Thank you for coming to my TED talk.

Now let's get on with it.

I. Course Description

We are at a pivotal moment in our history, one in which the basic functions of national government are breaking down. A chain of governing failures has led to the worst pandemic in 100 years and the worst economic crisis since the Great Depression, all exacerbated by the most contentions and polarized politics since the late 19th Century. The foundational elements of the social contract have frayed in many places, and norms that have long constrained the use of political power have been abandoned one after another. We are also confronted with a reckoning about of the systematic effects of racially discriminatory policies, particularly (but not exclusively) with respect to policing, criminal justice, health, and economic inequality. The "Democratic Bargain" (the recognition of the legitimacy of the opposing party, and the willingness to turn over political power peacefully after an electoral loss) is also under increasing stress. V.O. Key, one of the most well-known political scientists of the 20th century, put it this way: "If a Democratic regime is to work successfully, it must generally agreed that the contestants for power will not shoot each other and that ballots will be counted as cast."²

We will use the current situation to frame our investigation into the legal and philosophical foundations, institutional structures, electoral and political practices, and policy processes of American national government. The focus is on how the structure of our political system conditions the practice of politics at the national level -- the ongoing struggles among competing groups and individuals for influence over government activities and public policy, and how those structures developed in ways that perpetuate

¹ If you are interested, Professor of Political Science Emeritus Donald Downs and I set out some thoughts about this in 2006; <https://badgerherald.com/opinion/2006/02/20/the-freedom-to-offen/>.

² V.O. Key, *Southern Politics in State and Nation* (New York: Alfred A. Knopf, 1949), p. 443.

disparities in political power. We will examine the principles underlying the constitutional framework of American government, and analyze the three branches (Congress, the Judiciary, and the Executive) while trying to understand the advantages and problems inherent in a system of "checks and balances" and what happens when that framework is stressed. We will also consider important extra-governmental actors, such as political parties, interest groups, and the media. In the final part of the course, we will examine social, economic, and foreign policies through the lens of challenges to legitimacy and governing in a crisis.

And we are just scratching the surface. You'll get tired of me saying this, but there you can take entire courses about the material covered in every lecture in the class, and usually more than one.

My goals in this class are to:

- (1) Show you that politics can be interesting – even fascinating.
- (2) Demonstrate that the values we consider central to the American ethos – exceptionalism, equality, liberty, limited government power – are not applied (or enjoyed) universally or equally, and that that the health and viability of key institutions and processes is neither automatic nor assured.
- (3) Give you the skills to become informed consumers of political information, including an understanding of how your priors (your existing attitudes and beliefs) affect your receptivity to political information and how you assimilate and process that information.
- (4) Help you understand the importance of investigating your own beliefs and how they originate; learn the difference between values/normative judgments/opinions and claims of empirical fact, and why those differences matter to political debate. You will hear me and the TAs ask this question a lot: *how do you know?*
- (5) Introduce you to the ways that political scientists see the world.

By the end of the course you should be familiar with the basics of the federal government's constitutional structure and the functions of the main branches of government; the activities of key extra-governmental actors such as political parties, interest groups, and the media; the different forms of political participation; key contemporary policy disputes; and the role of history in the trajectory of policies and structures.

There is no such thing as a boring time to study politics, and every year presents important controversies and challenges. I normally spend a few paragraphs describing what I mean here, but I don't think there's any need. But even as we attempt to navigate through what may be the most serious combined political, economic, and social crisis since the Civil War, the particulars of these political disputes might appear to be unique or novel, but they are not. Rather, they reflect common tensions about the role of government, disputes over values, the contested nature of the social contract, underlying political disagreements, and conflict over the distribution of the costs and benefits of government action, that have shaped American politics since the beginning of the Republic. Our task this semester is to sort this out, or, if that's not possible, at least to identify a framework and vocabulary for analyzing and putting into context what amount to extraordinary contemporary events.

II. Course Readings

You should purchase the following book, wherever you can get the best deal. though you're free to buy them elsewhere if you can get a better deal. **Make sure you have the correct edition and version:**³

**Lowi, Ginsberg, Shepsle, and Ansolabehere, *American Government: Power and Purpose*
15th edition FULL (W.W. Norton 2019)**

I will identify textbook readings by chapter.

I will place additional readings on Canvas along with information about scheduling and assignments, and will from time to time send current events readings over email.

You are also required to read a national news source. You can obtain reduced-rate student digital subscriptions to the [New York Times](#), [Washington Post](#), or the [Wall St. Journal](#). The point here is to get you in the habit of checking in regularly with news reporting.

Local/regional papers and web pages for television news (Chicago Tribune, Los Angeles Times, CNN, MSNBC, ABC, FOX, etc.) are not an adequate substitute. Watching TV news, whether on the networks or cable, is an even less adequate substitute.⁴ Don't even get me started on Reddit.

III. Credit and Grade Components

This course is 4 credits, reflecting 150 minutes of lecture and 50 minutes of section each week over approximately 15 weeks. The expectation is that you will spend about 8 hours each week outside of class on reading, studying, section assignments, and other forms of preparation.

Because we are online, we will adopt an unconventional grading scheme:

Section attendance and participation	35%
Course exercises and ungraded assignments	20%
Midterm Exam (written, take home)	20%
2nd exam (written, take home)	25%

Most of this is a matter of showing up and engaging.

Students enrolled for Honors credit will receive additional information about the specific requirements for that designation.

³ ***I cannot stress this enough: do not rely on earlier editions or the "brief" or "core" versions. The content, pagination, and organization will be different, and you will miss important information.***

⁴ The calculus is simple: a 30 minute nightly news program is really only 18-20 minutes of content once you subtract ads, cross promotions, introductions, and fluff. The rest varies, but often as little as 10-12 minutes is devoted to national political news, and most of *that* comes in the form of one- or two-minute segments that give only a superficial survey.

IV. Discussion Sections

If you have concerns about in-person instruction, let me know.

Discussion section time, location, and TAs are as follows:

Section #	Day/Time	Location/Remote	TA	email
DIS 302	F 11:00AM - 11:50AM	1175 Grainger Hall	Victoria Casola	casola@wisc.edu
DIS 303	T 11:00AM - 11:50AM	Online	Mark Moralez	mmoralez@wisc.edu
DIS 304	W 8:50AM - 9:40AM	1175 Grainger Hall	Adam Bozich	abozich@wisc.edu
DIS 305	T 12:05PM - 12:55PM	Online	Nick Schaefer	nschaefer2@wisc.edu
DIS 306	W 2:25PM - 3:15PM	Online	Katie Nawrocki	kanawrocki@wisc.edu
DIS 307	F 12:05PM - 12:55PM	Online	Katie Nawrocki	kanawrocki@wisc.edu
DIS 308	R 2:25PM - 3:15PM	1175 Grainger Hall	Adam Bozich	abozich@wisc.edu
DIS 309	F 1:20PM - 2:10PM	Online	Nick Schaefer	nschaefer2@wisc.edu
DIS 310	F 2:25PM - 3:15PM	Online	Nick Schaefer	nschaefer2@wisc.edu
DIS 311	Sa 11:00AM - 11:50AM	5208 Sewell Social Sciences	Jin Jin	jjin76@wisc.edu
DIS 312	W 1:20PM - 2:10PM	272 Bascom Hall	Mark Moralez	mmoralez@wisc.edu
DIS 313	W 9:55AM - 10:45AM	1100 Grainger Hall	Victoria Casola	casola@wisc.edu
DIS 314	T 1:20PM - 2:10PM	Online	Ned Littlefield	elittlefield@wisc.edu
DIS 315	T 2:30PM - 3:20PM	Online	Ned Littlefield	elittlefield@wisc.edu
DIS 316	Sa 1:20PM - 2:10PM	5206 Sewell Social Sciences	Jin Jin	jjin76@wisc.edu
DIS 317	M 9:55AM - 10:45AM	Online	Mark Moralez	mmoralez@wisc.edu
DIS 318	M 11:00AM - 11:50AM	Online	Ned Littlefield	elittlefield@wisc.edu
DIS 319	R 12:05PM - 12:55PM	Online	Adam Bozich	abozich@wisc.edu
DIS 320	M 5:40PM - 6:30PM	5206 Sewell Social Sciences	Jin Jin	jjin76@wisc.edu
DIS 321	T 7:45AM - 8:35AM	5106 Sewell Social Sciences	Alyssa Chojnacki	achojnacki@wisc.edu
DIS 322	F 9:55AM - 10:45AM	1175 Grainger Hall	Alyssa Chojnacki	achojnacki@wisc.edu
DIS 323	R 4:35PM - 5:25PM	272 Bascom Hall	Alyssa Chojnacki	achojnacki@wisc.edu
DIS 324	W 4:35PM - 5:25PM	Online	Katie Nawrocki	kanawrocki@wisc.edu

The TAs will follow up with each section to give their office hours.

Discussion section attendance is required. The sections are a critical part of the course: they are a useful way to stay current with the class material, and are also a good place to seek help if you have questions. In the first section your TA will provide you with more details about what is expected, and will give you information about their office hours.

Discussion sections will not meet the first week of class.

We can usually accommodate requests to switch sections if you have a valid reason (class schedule conflict, a job, etc.) and there aren't too many of them. Please email the head TA (Victoria Casola casola@wisc.edu) directly if you need to do this. Do not try to do it through the student center. Section switch requests must be made by Friday, September 11th.

Each week, your TA will provide information about discussion activities for the next week, including which

readings will be the specific focus, as well as any assignments and outside activities that you must prepare.

NOTE: if you are in an in-person section, you are *required* to wear a mask and maintain social distancing in class (with the limited exception listed below (Section V.3), which requires a formal approval of an accommodation). TAs have the authority to enforce the rules (more detail below), remove people from section who are not adhering to the rules, and suspend class in the event of violations.

V. Student Rules, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

1. UW-MADISON [BADGER PLEDGE](#)

2. UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

3. Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

4. QUARANTINE OR ISOLATION DUE TO COVID-19

Students should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

VI. Remote Learning

Lectures will be online, done synchronously (live) and recorded for later reference and review. I will post full lecture notes before each class.

Online is very different than in-person class – there are lots of distractions, no connection to the physical space (which turns out to make a huge difference), and very limited opportunities for interaction, especially in such a large class.

Some suggestions for staying engaged during lecture:

1. Do your best to avoid distractions. Obviously we can't monitor what you do, but you'll get much more out of class if you stay off other websites or email. I have found headphones or earbuds can be useful. Turn your phone off. It can help to let friends and family know when you will be in class and encourage them to respect that time.
2. If you have questions about the content and don't have an opportunity to get them answered, write them down and send them to your TA or to me after class.
3. At the start of each lecture, I'll set aside a few minutes for open Q&A using the Blackboard chat function, so we can identify any pressing general issues or questions about course organization.
4. I will do each lecture live, unless I am absent (there are a few days when I will be unavailable), in which case I will prerecord lecture or have someone lecture in my place.
5. I will also frequently ask questions as exercises during lecture that I will request that you answer in writing and forward to the TAs – these will not be graded, and those of you not able to attend the live lecture will have an opportunity to watch and submit later. This is not busywork – it's a way to help you stay connected, and react to specific questions and problems that I pose.
 - a. In some cases, I will offer my own answers as we go, as a way of showing how political scientists think through incentives, constraints, trade-offs, and process.
 - b. In a proper outline, a single subheading is very poor form – you can't have an "a" without a "b" or a "1" without a "2." So here's b.

VII. Course Administration

1. I recognize that this is an extraordinarily difficult time that puts enormous pressure on all of us. You may be on campus, off campus, living at home, living out of state, or even abroad and unable to travel to Madison. You might have unreliable internet access, or lack a quiet place to study. You or your family might be under tremendous financial strain. You might fall ill, or have a family member who falls ill or worse. You might have children who are not in school, or be a caretaker for a family member.

I have, over more than thirty years here, developed a reputation as something of a hardass when it comes to grading and deadlines. All of that is off the table this semester. If you have a problem, need an extension on an exam or assignment, get sick, have a family member who gets sick, face a crisis, or just feel like you can't manage, just tell us (your TA or me). No documentation or excuses are necessary. We will work together to figure it out.

Just don't tell anyone once this is all over. Deal?

2. Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for Political Science 104 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else for commercial purposes, or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

3. If you need information about the course, the first place to check is this document.
4. Don't be reluctant to ask questions. If there is something that you don't understand, don't be bashful: Let me know. If you can't ask during lecture, email your TA or me. Trust me on this – if you have a question, other people do, too.
5. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

If you have a McBurney VISA, it is vital that we discuss this at the beginning of the semester so we can ensure that your accommodations are in place.

6. [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

7. If you are observing Rosh Hashanah (September 19-20) or Yom Kippur (September 29), you are not required to attend section held on those days, or connect synchronously with lecture on the September 29th.
8. Please use your wisc.edu email address when you communicate with me, Head TA Victoria, or your TA. We cannot respond to non-university email accounts, as it is impossible to verify identities.
9. The dates of the midterm and End of Semester Exam (not a cumulative final) are listed below. Clear your calendars now.
 - i. Midterm – Distributed October 22, due October 25 (take home)
 - ii. Final exam – distributed December 8, due December 14 (take home)
10. Even though we are in an unusual place where many of the standard practices do not apply, I still expect all of you to conduct yourselves with integrity, and have some simple advice for those of you who may be tempted to rely on dishonest short-cuts and cheat your way through this class: *don't do it*. It is a disgrace, and grossly unfair to your fellow students.

By enrolling in this course, you assume the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, providing answers to others in any fashion during an exam, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action.

If we catch you cheating, I will impose a penalty ranging from a failing grade on the assignment or exam, up to an F for the course with a report to the Dean of Students for review and possible additional action. Please, let's just not go there.

For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/> (copy and paste into a browser if you can't get the link to work). This site also provides important information about your rights in the event that you are accused of misconduct.

I take this very, very seriously.

If you have any questions about these guidelines or need further clarification, please see me or your TA.

VIII. Course Schedule

This schedule lists the topics and readings covered in each lecture. Generally, if you have completed the readings required for that week's section, you can consider yourself caught up.

Part I: Foundations and Structure

Week 1

Sep. 3 Introduction and Course Administration

No assigned readings

Week 2

Sep. 8 What happens when government fails?

Readings

James Fallows, "The Three Weeks That Changed Everything," *The Atlantic*, June 29, 2020.

<https://www.theatlantic.com/politics/archive/2020/06/how-white-house-coronavirus-response-went-wrong/613591/>

Theodore Johnson, "America Begins to See More Clearly Now What Its Black Citizens Always Knew," *National Review*, June 11, 2020.

<https://www.nationalreview.com/2020/06/america-begins-to-see-more-clearly-now-what-its-black-citizens-always-knew/>

The Declaration of Independence, July 4, 1776.

https://avalon.law.yale.edu/18th_century/declare.asp

Sep. 10 What is politics? What is American politics?

Readings

TEXT: chapter 1

Week 3

Sep. 15 Values, interests, and the dilemmas of politics. A famous political scientist Harold Lasswell wrote that "politics is who gets what, when, and how." Is this true?

Readings

[Ilya Somin, "Why Democracy Can't be Democratic All the Way Down – and Why it Matters." *The Volokh Conspiracy \(Washington Post\)*, August 12, 2015.](#)

Sep. 17 The Structure of American Politics: Culture, Context, and the Constitution

Readings

TEXT: chapter 2

Week 4

Sep. 22 Structure of American Politics, continued

Readings

Frederick Douglass, "What to The Slave Is The Fourth of July?" Alternatively referred to as "The Meaning of July Fourth to the Negro," July 5, 1852, Rochester, NY.

Steven Ambrose, "Founding Fathers and Slaveholders: To What Degree do the Attitudes of Washington and Jefferson Toward Slavery Diminish Their Achievements?" *Smithsonian Magazine*, November 2002.

<https://www.smithsonianmag.com/history/founding-fathers-and-slaveholders-72262393/>

Sep. 24 Institutions and Structure: Separation of Powers and Federalism

Readings

TEXT: chapter 3

Additional: *Federalist* no. 46, [*Federalist* no. 51](#)

Week 5

Sep. 29

Balancing Government Power and Individual Rights – Civil Liberties

Readings

TEXT: chapter 4

Additional: *Obergfell v. Hodges* 576 U.S. ___ (2015), selections.
Masterpiece Cakeshop v. Colorado Civil Rights Commission 584 U.S. ___ (2018), selections.

Note: the first presidential debate is scheduled for September 29. There is a post-debate Zoom discussion with political science and journalism faculty afterwards.

Oct. 1

Civil Rights

Readings

TEXT: chapter 5

Additional

Martin Luther King, Jr, "Letter from Birmingham Jail," April 16, 1963. African Studies Center, University of Pennsylvania.

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html (note: this is the whole thing, and it includes some very difficult language. One does not edit Dr. King, however).

Adam Gopnik, "How the South Won the Civil War," *The New Yorker*, April 1, 2019.

<https://www.newyorker.com/magazine/2019/04/08/how-the-south-won-the-civil-war>

Maggie Astor, "What to Know about the Greenwood Massacre," *New York Times*, June 20, 2020. <https://www.nytimes.com/2020/06/20/us/tulsa-greenwood-massacre.html>

Week 6

Oct. 6

Civil Rights, continued: Contemporary Issues

Readings

Richard Rothstein, *The Color of Law* (W.W. Norton, 2017), preface and chapter 3.

Leah Foltman and Malia Jones, *How Redlining Continues to Shape Racial Segregation in Milwaukee*. UW Applied Population Lab, February 28, 2019.

<https://www.wiscontext.org/how-redlining-continues-shape-racial-segregation-milwaukee>

Kevin Kruse, "What Does a Traffic Jam in Atlanta Have to do with Segregation? Quite A Lot." *New York Times Magazine*, August 14, 2019.

<https://www.nytimes.com/interactive/2019/08/14/magazine/traffic-atlanta-segregation.html>

United States Department of Justice, Civil Rights Division, *Investigation of the Ferguson Police Department*, March 4, 2015, pp. 1-6 (summary)

Note: this web site (University of Richmond, *Mapping Inequality: Redlining in New Deal America*.

<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>) has detailed maps and information about redlining in cities across the country, including Milwaukee

(<https://dsl.richmond.edu/panorama/redlining/#loc=11/43.03/-88.116&city=milwaukee-co.-wi>)

and Madison (<https://dsl.richmond.edu/panorama/redlining/#loc=12/43.076/-89.455&city=madison-wi>),

Exercise: check your home town if it's there. What do you notice? How do these ratings (from the 1930s) reflect current residential patterns?

(October 7 - Vice presidential debate)

Oct. 8 Civil Rights, III – Where do we go from here?

Readings

Ibram X. Kendi, "Patience is a Dirty Word," *The Atlantic*, July 23, 2020.

<https://www.theatlantic.com/ideas/archive/2020/07/john-lewis-and-danger-gradualism/614512/>

Cameron Hilditch, "The Un-American Confederacy," *National Review*. June 12, 2020.

<https://www.nationalreview.com/2020/06/confederate-symbols-debate-take-down-flags-rename-military-bases/>

Rayshawn Ray and Andre Perry, *Why We Need Reparations for Black Americans*. Brookings Institution, April 2020. <https://www.brookings.edu/policy2020/bigideas/why-we-need-reparations-for-black-americans/>

David Frum, "The Impossibility of Reparations," *The Atlantic*, June 3, 2014.

<https://www.theatlantic.com/business/archive/2014/06/the-impossibility-of-reparations/372041/>

Week 7

Oct. 13 Congress: Structure and Process

Readings

TEXT: chapter 6

Oct. 15 The Presidency: The office and Powers

Readings

TEXT: chapter 7

Second presidential debate

Week 8

Oct. 20 The Presidency: Contemporary controversies

Readings

Jacob T. Levy, "[A Metastasizing Crisis: Executive Authority and the Crumbling of the Separation of Powers.](#)" Niskanen Center, August 7, 2019.

[Ezra Klein, "The Unpersuaded – Who Listens to a President?" *The New Yorker*, March 19, 2012.](#)

[Julia Azari, "Trump is Bad at Being Mourner-in-Chief. Why does it Matter?" *Mischiefs of Faction*, August 15, 2019.](#)

Oct. 22 The Courts: Structure and Function of the "Least Dangerous Branch"

Readings

TEXT: chapter 9

Third and final presidential debate

Midterm Exam assigned October 22, due October 25st by 5:00PM (submitted on Canvas)

Part II: Participation

Week 9

Oct. 27 Organizing to Promote Group Values and Interests. The Problem of Collective Action.

Readings

TEXT: chapter 13
Additional: *Federalist* 10

Oct. 29 Political Parties

Readings

TEXT: chapter 12

Week 9

Nov. 3

Election Day

Public Opinion

Readings

TEXT: chapter 10
Additional: Tom Nichols, "How America Lost Faith in Expertise – And Why That's a Giant Problem." *Foreign Affairs*, March/April 2017.
<https://www.foreignaffairs.com/articles/united-states/2017-02-13/how-america-lost-faith-expertise>

Nov. 5 Parsing the 2020 Election

Readings

TBA

Week 10

Nov. 10,12

Elections and Campaigns

Readings

TEXT: chapter 11

Part III: Policy and Process

Week 11

Nov. 17

Introduction to Analyzing Policy

Readings

National Highway Traffic Safety Administration, "Seat Belts on School Buses" (May 2006).
[National Transportation Safety Board. *NTSB Presents: School Bus Safety. November 7, 2016.*](#)

Nov 19

Bureaucracy and Implementation

Readings

TEXT: chapter 8

Week 12

Nov. 24

Economic Policy

Readings

TEXT: chapter 15

Nov. 26

Thanksgiving

ALL SUBSEQUENT CLASS ACTIVITY WILL BE ONLINE, INCLUDING SECTION

Week 14

Dec. 1 Economic Policy: Income and Wealth Inequality
Rakesh Kochnar and Anthony Cilluffo, "Key Findings on the Rise in Income Inequality within America's Racial and Ethnic Groups," Pew Research Center, July 12, 2018. <https://www.pewresearch.org/fact-tank/2018/07/12/key-findings-on-the-rise-in-income-inequality-within-americas-racial-and-ethnic-groups/>
Emmanuel Saez and Gabriel Zucman, "How to Tax Our Way Back to Justice," *New York Times*, Oct. 11, 2019. <https://www.nytimes.com/2019/10/11/opinion/sunday/wealth-income-tax-rate.html>
Jonathan Rothwell, "The Left and Right Are Wrong About Income Inequality," *Foreign Policy*, January 17, 2020. <https://foreignpolicy.com/2020/01/17/income-inequality-left-right-wrong/>

Dec 3 Social Policy
TEXT: chapter 16

Week 15

Dec. 8 Social Policy, continued
Second exam distributed

Dec. 10 Foreign Affairs and Defense Policy
Readings
TEXT: chapter 17

Thursday December 10th -End of Semester