COURSE OVERVIEW
This course will introduce you to the structure of the government of the United States. In addition to the structures and processes of the government, we will also focus on political behavior and the underlying theories of citizenship, participation, and governance in the United States, with an eye toward understanding how American politics work. By the end of the class you should have a sense of how to understand behavior and structures within the United States government. You should be able to understand the current and upcoming hot topics in political science.

CLASS OBJECTIVES:
1) Understand the structure of government and how that structure may influence behavior
2) Be able to analyze political behavior in American government today
3) Understand theories and practice of representation and democracy in American government today.
4) Have an appreciation for diverse research topics and problems in American government and political science

REQUIRED MATERIALS

Note Cards- You will be asked to take quizzes and to respond to questions via notecards. These will both serve as feedback, quizzes, and attendance for the class. Please buy a stack of notecards and bring them to class daily.

Text Book:

***DO NOT GET THE ESSENTIALS EDITION: There are readings you will be missing in this edition***

Additional Readings- All non-textbook readings (both optional and required) will be on Blackboard.
STUDENT EXPECTATIONS

I expect that you have read the material every day. I understand this is not your only class, but I do expect that you will be prepared. If there is reading to do for October 7 the assignments and readings are due that day. I also will cold-call on students in class, so it is best to be prepared and do the reading for the day indicated. Be prepared for a quiz every day in class!

KEEP UP WITH THE NEWS! Current events may provide very good examples of the concepts we discuss in class. Try to read The Washington Post, The Wall Street Journal, The New York Times, The Lafayette Journal and Courier, or even the Purdue Exponent. I'm not expecting that you go out and buy a subscription (unless you want to, of course), but I am expecting that you will take a look at the news as it will likely come up in conversation daily. Try your best to try to read differing viewpoints, as they may be able to help you understand the material from different perspectives. For example, if you generally read the MSNBC, try reading Fox News.com. If you’re someone who likes reading The Blaze, try reading the Huffington Post. Political scientists with the best research and insights tend to read their news from multiple sources with differing points of view. I also recommend C-SPAN’s “Washington Journal” if you want to get a wide range of perspectives on today’s policy issues in Washington, D.C. This is also a very exciting time in politics to be paying attention, as the 2016 Presidential candidates will start to announce their candidacies this spring. We will undoubtedly talk about these events in class. Additionally, some topics we will discuss in class will require some attention to current events.

TECHNOLOGY POLICY. Technology, as we will discuss, is evolving rapidly and making our lives better. At the same time it is making our lives a lot more complicated and distracted. I would ask that you keep your phones, computers, etc. on silent or muted. I will permit you to use the technology in class, however, if you feel that the technology is distracting you from the class, please feel free to use pencil and paper to take notes. I will also ask you to please remain on task in class. If I catch you checking Facebook or generally not paying attention in class because you are distracted by the technology, I will ask you not to bring your laptop, phone, etc. It’s not only distracting to your instructor, but also to other students who are also trying to learn the material.

All assignments will be turned in on Blackboard, unless otherwise specified. Hard copies, flash drives, email attachments, etc. with your work will not be accepted. To avoid having issues turning in your work, I recommend using Dropbox, Google Drive, or some other type of cloud storage. “My computer died” is not an excuse for late work. There are ample machines on campus and elsewhere you can complete your assignments.

Some of you may be using Open Office, please make sure you save your files in *.docx or *.pdf formats. If I cannot open your work, I cannot grade it and it will get a 0. Do not assume I can open *.odt files.

COLLEGE OF LIBERAL ARTS STATEMENT ON CLASSROOM CIVILITY

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience,
disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Please visit Purdue’s Nondiscrimination policy for more information: http://www.purdue.edu/purdue/ea_eou_statement.html

INSTRUCTOR EXPECTATIONS

You can expect me to be well prepared for class, to start and end class on time, and to treat all students with respect. You can also expect that there will be a combination of discussion and lecture in the class discourse. You can also expect that I will maintain a civil classroom. I reserve the right to cut off discussion if the discussion gets out of hand. Some of the discussions we may have are generally not had at the dinner table, so you can expect I will keep conversations civil, and the classroom will always be conducive to learning. I will also be available at the times of my office hours unless otherwise specified. I will inform you of changed office hours through Blackboard. I often choose to hold extra office hours throughout the semester, and will post these on Blackboard. You are never bothering me when you come to my office to talk. If you do need to meet with me outside of office hours, I will ask that you please set up an appointment with me.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>GRADE BREAKDOWN</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Paper</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**NOTE:** Final grades will be determined by these proportions. Use this table when attempting to calculate your grade

**ATTENDANCE (10%)**- I expect that you have read the material every day. I understand this is not your only class, but I do expect that you will be prepared. If there is reading to do for September 1 the assignments and readings are due that day. I will take attendance daily, unless otherwise noted. I **will drop 2 absences**, however you will be excused if you have proper documentation for illnesses, deaths in the family (more information below), etc. Please make sure that you check with the Office of the Dean of Students for more information about excuses for absences (http://www.purdue.edu/odos). The rule of thumb I take for excusing absences is documentation and that you must contact me about it.

**PARTICIPATION/QUIZZES (10% each for a total of 20%)**- You should be ready for a quiz every day in
class to be answered on a notecard. These quizzes will be simple and usually only have 3-5 questions which will be reflective of the reading due for that day. Additionally, there may be questions about current events on these quizzes to make sure you are keeping up with the news. Your contributions to classroom discussion will be also be accounted for in the calculation of this grade. **Your lowest 2 quiz scores will be dropped.**

**MIDTERM (25%)**- The Midterm will be administered on **October 8**. There will be a combination of multiple choice and short answer questions. Be ready to write.

**FINAL EXAM (25%)**- The Final exam will be administered **during the final exam time scheduled by the university** at the end of the term which will be posted on Purdue’s official website. The format will be multiple choice, short answer questions, and essay questions. Be ready to write.

**PAPER (20%)** The paper assignment will be a project you will work on over the course of the semester considering the topics that we have discussed in class. Pick one of the topics below. There will be several deadlines with respect to the paper. If you have questions about your topic or one of the topics below, please contact the instructor. All parts of the paper will be turned in on Blackboard.

The paper should be 5-7 pages double-spaced in 12 pt. Calibri font, with 1” margins, with a full reference page(s). You will also be required to use 5 sources, with at least 2 peer-reviewed resources. If you’re not sure if a source is peer-reviewed make sure to ask! Peer-review refers to journal articles, books, etc. that have been read and critiqued by other scholars. We will go over how to know if you are reading peer-reviewed work in class.

**CITATIONS.** When citing your sources, you will be asked to use APA or CMS formatting (**MLA FORMAT WILL NOT BE ALLOWED**). Also, make sure to use in-text citations as well as a references section at the end of the paper. The length requirement of the paper **DOES NOT** include the citations. The text of your paper should be 5-7 pages in addition to the citations and reference section. Papers without citations can expect low grades since they will be considered incomplete. If you’re not sure what to do for this, we will discuss it in class. A rubric will be supplied to you later in the class. If you need further explanation, please come talk to me. **The final draft of the paper is due December 11 at 5pm ON BLACKBOARD.** There will be no extensions, unless under extenuating circumstances.

**PURDUE WRITING LAB.** For help with citation-style and writing papers, Purdue has a fantastic and award-winning resource in the Purdue Writing Lab. You can set up an appointment and work through your papers with a tutor for 30 minute sessions. They can also help you work on writing in general, which is a skill that every major and background requires at the professional level. Having used this service myself, I can highly recommend them. For more information visit their website, which should also have information about tutoring services: [https://owl.english.purdue.edu/writinglab/](https://owl.english.purdue.edu/writinglab/)

**ESSAY TOPICS.** With respect to the topics for the essays, please do not feel that you must address every single question. You should write a coherent essay that addresses at least a few of these questions. This is also a paper that you should not put off until the last minute. Stronger papers will be from students who have spent more time on their essays earlier on, and maintain that high level throughout the semester.
TOPIC 1:
The 2016 Presidential Primary season is underway, and at the beginning of the semester it is unknown who will win the nominations for their parties. In the Republican Party race there are over 15 candidates vying for their party’s nominee, and in the Democratic Party there are 5 candidates. Pick a party (Democratic, Republican, third party, etc.) and evaluate who will win their race. Make sure that if you pick this topic that you also include scholarly sources that analyze the historical aspects of who tends to win nominations. Will the most ideological candidates win? What states will certain candidates do better in?

You may not be interested in prediction, and may want to write about other aspects of the election. Some questions you might consider could be: What issues will be most important to the electorate? What is the effect of Super PACs and money on the electoral outcomes? What are the differences between the parties and their approaches to the elections? Can this election be compared to previous notable elections? Relate all of these ideas to the current or a previous election cycle.

REMEMBER, THIS IS NOT A PAPER TO TALK ABOUT WHY YOU PERSONALLY LIKE ONE CANDIDATE, PARTY, ETC. OVER THE OTHERS. THIS IS A RESEARCH PAPER AND WILL REQUIRE YOU TO THINK CRITICALLY.

TOPIC 2:
In class we have discussed how not only politics, but American culture as a whole, has perhaps become media-driven. Before 1979, many public affairs events were left un-televised, but now with the invention of C-SPAN there are hours of footage of government operations. In the 1980’s CNN had the radical idea of the 24-hour news channel. In the 1990’s, Yahoo and others became major online outlets for news. More recently, regular citizens can be journalists with the existence of blogging platforms and social media.

In a media-saturated culture, how does the media affect politics? How does this affect the manner in which politics are conducted? Has the manner in which news is conducted changed with the introduction of social media outlets (Twitter, Facebook, Buzzfeed, etc.)? How do voters react to the media? Are different outlets reporting the same stories? Does a media-saturated culture increase our sense of democracy? To analyze this question, pick a current events issue (from the past year), and discuss how the media has shaped this issue. You may want to analyze multiple news sources or mediums (radio, cable TV, newspaper, etc.). You may also want to analyze multiple sources from the same medium and see if there are differences in reporting. Also, it is possible to think about these issues in the context of the 2014 Midterm Election if you’d like.

TOPIC 3:
What is something interesting in American politics that you would like to do a research paper on and know more about? Pick a topic we have talked about in class and think about questions you might ask, to dig deeper on the topic. If you choose to do this, please come talk to the instructor to have your topic approved by October Break, AT THE LATEST.
TIMELINE AND POINT BREAKDOWN FOR PAPER:

**THESIS STATEMENT (10 points).** The thesis statement is the most important part of your paper. It supplies the reader a direction and argument for your paper. If your reader reads only this statement, s/he should be able to understand your argument. You will be asked to think about your topic and an argument you can make about your topic. This is due **September 3 at class time on Blackboard.** Please bring this in with you to class, as we will critique each other’s thesis statements. Your topic nor thesis statement is set in stone at this point. You can still revise your topic, but the longer you wane on your topic, the more work you will be making for yourself. Try to pick a topic that you think you will find interesting, because this will help you write a strong paper!

**SOURCE LIST (10 points).** You will be asked to locate 2 sources, with at least two peer-reviewed sources. For this paper, you are required to have at least 5 sources for your paper, with at least 2 peer-reviewed sources. You will be required to do full citations in CMS or APA format for your sources. For this assignment you must also pick your citation style. Please refer to the Purdue OWL for APA, or the manual for CMS format, found on Blackboard. This is due **September 17 at class time on Blackboard.**

**OUTLINE (20 points).** The outline will be the argument of your paper in a traditional full-sentence outline format. For more information on how to write a full-sentence outline, please refer to the Purdue OWL page: [https://owl.english.purdue.edu/owl/resource/544/03/](https://owl.english.purdue.edu/owl/resource/544/03/). This is due **October 15 at class time on Blackboard**

**ROUGH DRAFT (30 points).** Your rough draft must be at least 3 pages in length. A rubric for grading will be supplied on Blackboard. This is due **October 29 at class time on Blackboard.**

**PEER REVIEW DAY (20 POINTS).** Peer-review is something that academics do in order to have their work published. It is also a useful exercise for writing, because you can learn a lot about your own paper by reading other papers. **IF YOU THINK YOU WILL BE ABSENT ON PEER REVIEW DAY, YOU MUST LET ME KNOW BY MIDNIGHT NOVEMBER 16.** Your Peer Review day draft must be at least 5-7 pages in length. These papers will be graded on Blackboard for completion and other factors that will be posted on Blackboard. This will take place on **November 17,** and please be sure to bring at least 3 copies with you to class.

**PEER REVIEW DAY REFLECTION (10 POINTS).** Additionally, you will be asked to write a 1-2 page reflection paper based on your experience for peer-review day. In this paper you should evaluate how useful the peer review day was for you and why it was useful. If you do not feel the peer review day was useful, please indicate why this was the case. You should also detail the changes you intend to make to your paper as you continue to write. This reflection paper is due by **November 24 at class time on Blackboard.**

**FINAL DRAFT (100 POINTS).** Now that you have done all the preparation and two drafts of your paper, you are now ready to write your final draft. Take all the elements of what you have learned in this writing process and do your best work for your final paper. A rubric for grading will be supplied on Blackboard. The final paper is due by **December 11 at 5pm on Blackboard.**
ASSIGNMENT | DUE DATE | POINTS
--- | --- | ---
Thesis statement | September 8 | 10 points
Sources | September 17 | 10 points
Outline | October 15 | 20 points
Rough Draft | October 29 | 30 points
Peer Review Day | November 17 | 20 points
Peer Review Reflection Paper | November 24 | 10 points
Final Draft | December 11 | 100 points
**Total** | **| **200 points**

**GRADING FOR THE COURSE**

- 96-100% A+
- 93-95% A
- 90-92% A-
- 86-90% B+
- 83-85% B
- 80-82% B-
- 76-80% C+
- 73-75% C
- 70-72% C-
- 66-70% D+
- 63-65% D
- 60-62% D-
- 0-59% F

**PLAGIARISM AND CHEATING**

Cheating and plagiarism will not be tolerated. Make sure to cite all sources, and avoid plagiarism. Plagiarism is the stealing of ideas and claiming them as your own, whether intentional or not. If I find plagiarism or cheating in anything turned in, it will automatically receive an “F”, and will be immediately reported to the Dean of Students. In this class, plagiarism and cheating are defined as the deliberate copying or claiming of someone else’s work as your own.

“Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical learning environment that promotes a high standard of honor in scholastic work. Academic dishonesty undermines institutional integrity and threatens the academic fabric of Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education, which is valued because of Purdue’s high academic standards.”


**EMERGENCY SCHEDULING**

In the event of a major campus emergency, this syllabus is subject to change. I will be in contact with you in the case of an emergency. Keep an eye on Purdue’s home page, sign up for the text/email alerts, for information about closures or other campus emergencies. http://www.purdue.edu/emergency_preparedness/. If for some reason campus is evacuated or some other type of emergency prevents us from meeting in person, keep an eye on your email and I will keep you updated on how we will proceed with the class.
It is summer in West Lafayette, IN. The biggest issues we have this time of year are severe thunderstorms, flooding and tornadoes. Always assume class is on, unless you hear from me in your e-mail and on Blackboard.

**DISABILITY AND ACADEMIC ACCOMODATIONS**

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations and/or classroom modifications.

**GRIEVANCE POLICY**

Deaths to loved ones and family members can be a very traumatic experience, and understandably you may need to leave campus to be with family. As someone who had a recent death in my family this spring, I know how tough this can be. Please make sure you are in contact with me if this does happen and we can start working on accomodations. I will also ask that you in this event to also contact the Dean of Students as soon as you possibly can, and follow their procedures. Purdue’s grievance policies are very generous and reasonable, especially if you need travel far away. You can read more about the policies here:
http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php

**THE SYLLABUS MAY CHANGE**

Like some Supreme Court Justices, I view this syllabus as a living, breathing document. If there is something that needs to be changed, it will be updated on Blackboard. Please check the syllabus regularly to make sure you are up-to-date. I will announce changes made to the syllabus in class and on Blackboard.

**CLASS SCHEDULE AND READINGS**

*If you see an asterisk, that reading is optional. I may discuss aspects of these readings in lecture and reading those articles may help your understanding of a given topic or because it will be brought up in class, but you will not be quizzed on them. BB signifies that the reading is available on Blackboard*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/DELIVERABLES</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Welcome to POL 101! Introduction to the Course, and</td>
<td><a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>August 27</td>
<td>What are politics, how do we define it? Where does Democracy come from?</td>
<td>-KTR Ch. 1</td>
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</tbody>
</table>
| September 1 | The American Revolution and Founding Documents | -KTR Ch. 3  
-Declaration of Independence (BB) |
| September 3 | The Founding Documents/U.S. Constitution    | -FEDERALIST NO. 10, 51, 78 (BB)                                             |
| September 8 | U.S. Constitution and Federalism           | -KTR Ch. 3  
-U.S. Constitution (BB)  
**THESIS STATEMENT DUE ON BLACKBOARD BY CLASS TIME** |
| September 10 | Civil Rights and Civil Liberties           | -KTR Ch. 2  
*-Reed, Roy. 2015. “Julian Bond, Charismatic Civil Rights Leader, Dies at 75.” *New York Times* |
| September 15 | Congress: The Basics                       | -KTR Ch. 7                                                                 |
| September 17 | Congress: Fenno’s Paradox                  | -KTR Ch. 7  
-Enten, Harry. 2014. “Disliking Congress, as a Whole and as Individuals.” FiveThirtyEight (BB)  
**SOURCES DUE ON BLACKBOARD BY CLASS TIME** |
| September 22 | The President                              | -KTR Ch. 8                                                                 |
| September 24 | The President                              | -KTR Ch. 8                                                                 |
| September 29 | Supreme Court                              | -KTR Ch. 10  
-Roeder, Oliver. 2015. “How to Read the Mind of a Supreme Court Justice.” FiveThirtyEight |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>October 1</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>October 6</td>
<td>Bureaucracy, Midterm Review</td>
<td>- KTR Ch. 9</td>
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<tr>
<td>October 8</td>
<td>MIDTERM</td>
<td>FALL BREAK</td>
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<td>October 13</td>
<td>NO CLASS</td>
<td>FALL BREAK</td>
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<tr>
<td>October 15</td>
<td>Interest Groups</td>
<td>- KTR Ch. 13</td>
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<tr>
<td></td>
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<td>- Gray, Kathy Lynn. May 13, 2014. “Voters Hand Zoo Rare Defeat” Columbus Dispatch (BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OUTLINE DUE ON BLACKBOARD BY CLASS TIME</td>
</tr>
<tr>
<td>October 20</td>
<td>Elections</td>
<td>- KTR Ch. 14</td>
</tr>
<tr>
<td>October 22</td>
<td>The Presidential Elections</td>
<td>- KTR Ch. 14</td>
</tr>
<tr>
<td>October 27</td>
<td>Political Parties and Electioneering</td>
<td>- KTR CH. 12/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Finley, Ben. 2015. “Judge: PA Code Unfair to Third Party Candidates.” Philly.com</td>
</tr>
<tr>
<td>October 29</td>
<td>Political Parties</td>
<td>- KTR Ch. 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ROUGH DRAFT DUE ON BLACKBOARD BY CLASS TIME</td>
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<tr>
<td>November 3</td>
<td>The Media</td>
<td>- KTR Ch. 15</td>
</tr>
<tr>
<td>November 5</td>
<td>The Media: Pundits</td>
<td>- Avlon, John. 2010. “Polarizing for Profit” from Wingnuts (BB)</td>
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<tr>
<td>November 10</td>
<td>Public Opinion</td>
<td>- KTR Ch. 11</td>
</tr>
<tr>
<td>November 12</td>
<td>Public Opinion, Baseball, and Big Data</td>
<td>- Blum, Ronald. 2015. “How Baseball’s Infields are Shifting, Thanks to Big Data.” NBC Bay Area (BB)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>November 17</td>
<td>PEER REVIEW DAY</td>
<td>Bring Three Copies of your draft to class</td>
</tr>
<tr>
<td>November 19</td>
<td>Special Topics in American Politics: Digital Inequality</td>
<td>-White, Charlie. 2012. “If You’re Reading this, You’re One of the Lucky Ones.” From Mashable. (BB)</td>
</tr>
<tr>
<td>November 24 (Yes there is class today)</td>
<td>Economic Inequality</td>
<td>-*“Economic Inequality and Political Representation“ Ch. 9 from Larry Bartels’ Unequal Democracy (BB)</td>
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<td>-John Oliver on the Wage Gap (BB)</td>
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<tr>
<td>November 26</td>
<td>THANKSGIVING</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>December 1</td>
<td>Foreign Policy</td>
<td>-KTR Ch. 19</td>
</tr>
<tr>
<td>December 3</td>
<td>State and Local Politics</td>
<td>-KTR Ch. 16</td>
</tr>
</tbody>
</table>
| December 8 | Special Topics in American Politics: Comedy and Politics | -Bella, Timothy. 2012. “The ‘7 Dirty Words’ Turn 40, but They’re Still Dirty” *The Atlantic* (BB)  
| December 10 | EXAM REVIEW | Bring your review questions  
FINAL DRAFT OF YOUR PAPER DUE ON DECEMBER 11 AT 5PM ON BLACKBOARD |

***FINAL EXAM WILL BE AT THE SCHEDULED TIME BY THE UNIVERSITY***