

POL 1001 AMERICAN POLITICS IN A CHANGING WORLD
Monday and Wednesday 1:00 – 2:15 PM
Blegen 435

Professor Dan Myers
Department of Political Science

Office Hours:

- Monday 2:30-4:15 (1309 Social Sciences or Zoom)
- Tuesday 12:30-1:30 (Zoom Only)
- Friday 3:45-4:45 (1309 Social Sciences or Zoom)

Office Hours Zoom Link: <https://z.umn.edu/MyersOfficeHours>

Optional Office Hours Appointment Signup: calendly.com/cdmyers (Appointments are not required for office hours, but sign up if you know in advance when you will be stopping by)

Email: cdmyers@umn.edu

Why doesn't Congress seem to work? Why do we let nine unelected judges decide which laws are unconstitutional and which ones are not? How could anyone have voted for <insert “Joe Biden” or “Donald Trump” here>? This course will introduce students to politics in the United States, addressing these and many more questions about how the American political system works.

During the course, we will grapple with a range of topics. We will start with a discussion of foundational concepts about democracy, power, and why governments exist in the first place, along with a discussion of the early political history of the United States and the Constitution that this history produced. We will move on to examining the role of the individual citizen in American democracy, a field of study commonly referred to as Political Behavior. We will investigate how citizens think about politics, how they learn about the political system, and ultimately when and how they get involved in the political process. Finally, we will examine the structure and institutions of American Politics, and how they produce the policies that govern us all.

In addition to a survey of the American system of government, we will learn to think and communicate like political scientists. We will critically evaluate a variety of arguments about how politics works in America. Finally, we will relate all of these perspectives and critiques to our own lives, reflecting on our own rights, liberties, and responsibilities as citizens of this representative democracy.

Students will exit the class having mastered a body of knowledge about how the American political system works and the mode of inquiry used by political scientists to judge whether it succeeds or fails at living up to our ideals. They will also gain the critical capacity to judge arguments about politics, the ability to identify, define, and solve problems, and the skill to locate and critically evaluate information relevant to these tasks. This course fulfills the liberal education requirements for the Social Sciences Core.

Course Readings

For most classes, you will be asked to read a section from the textbook:

- Barbour, Christine and Gerald C. Wright. Keeping the Republic. 10th Brief Edition. (Washington, DC: CQ Press, 2021).

Readings from the textbook are intended to serve as background on the topic of the day. Generally speaking, the textbook is intended to provide a broad background on the topic of the day. You should plan to read this material efficiently, particularly in cases where you already have some of this background knowledge. The non-textbook readings will focus on a particular theory, argument, or finding about the topic of the day, and will usually be more intensive than the textbook reading.

This course is adopting an inclusive access model using the Sage Vantage platform. In practice, this means that the default will be to access the textbook electronically. The Sage Vantage platform includes a number of knowledge checks, activities, and quizzes. These are optional and do not form part of your grade. However, I highly recommend completing them as doing so will greatly enhance your recall of the information in the textbook.

In addition to the textbook, we will read a variety of scholarly articles, historical documents, and other sources. When these are easily available in electronic form through the library you will be expected to find these on your own (see the video posted to the main Canvas page). Other readings will be posted to the course Canvas site.

I may from time to time change the readings required in the syllabus if I determine that a better reading is available. I will give at least two week's notice of any change via email and will update the Canvas page and this syllabus.

Lectures vs. Readings

Lectures and readings serve different purposes in this course. In general, the course readings are intended to provide a broad overview of the topic at hand; they should always be completed before the class for which they are assigned. Class lectures will generally be used to focus on particularly important elements of the topic, to provide additional details that are not covered in the readings, or to discuss seminal arguments or findings from political science about the topic. While the lecture and readings will occasionally overlap, particularly when discussing essential topics, neither is a substitute for the other, and completing the readings and attending class are both necessary for successfully completing the course.

Throughout class, we will occasionally break into small-group discussion to think together about an important argument or problem; at the end of these breaks, we will often ask groups to report out the results of their discussion. In-person discussion groups will be assigned a place in the classroom to sit, while Zoom discussion groups will discuss in breakout rooms. Discussion groups will remain the same throughout the semester, as will the physical location of the discussion group for in-person groups. If you know of someone in the class who you do NOT want to be in a discussion group with, please let me know as soon as possible.

Course Assignments

Your grade in this class will be made up of three components: short quizzes at the start of each class, three in-class long quizzes, one at the end of each segment of the class, and an essay that will be due at 5:00 PM on Wednesday, May 8. Each of these is described in more detail below:

- *Short Quizzes:* Each class will start with a short quiz consisting of nine questions, all multiple choice. Three questions drawn from the reading for that class, three drawn from the reading and lecture of the previous class, and three drawn from the pool of questions covering all previous classes. The quiz will be electronic and designed to be taken on a laptop or smartphone, though paper copies will be available for those prefer paper.

The quiz will be taken through Canvas. The quiz will open at the start of class and close at 1:05 PM. You will have five minutes to complete the quiz. You will get one point for taking the quiz and one point for each question answered correctly. There will be 22 quizzes over the course of the semester. When calculating your average short quiz score, I will drop your three lowest quizzes.

The short quizzes are closed book - it is a violation of academic integrity to look up the answers to quiz questions in the course materials, on the internet, or anywhere else. The time restraint also means that you probably won't finish the quiz in time if you rely on looking up the answers.

By taking the short quiz, you are signaling that you will attend class for the whole class period. It does no one any good, pedagogically, for you to take the short quiz and then leave. If you need to leave class early, please consult with me before class begins. If you take the short quiz and then leave, I will change your grade on the quiz to 0.

- *Long Quizzes:* The class is divided into three segments. At the end of each segment, we will complete a long quiz, which will consist of several short answer questions (approximately 100-150 words) and one short essay (approximately 500-600 words). The goal of these is to see how well you can apply the concepts learned in the previous section of the class.

The long quizzes will be taken in class and must be handwritten in bluebooks. You may use any handwritten notes during the long quiz; outside of handwritten notes, the long quizzes are closed book.

- *Essay:* Instead of a final exam, you will complete a 1,000-1,250 word essay due by 5:00 PM on Wednesday, May 8. In this essay you will advance an argument by applying the concepts from the class in support of a thesis. Details of the essay question will be forthcoming as the end of class approaches.

To encourage the development of good time management skills, I will give one extra credit point for turning in the essay at least 24 hours early. I will give one additional extra credit point for each additional 24 hours that the essay is turned in early, up to a maximum of 5 extra credit points for essays turned in by 5:00 PM on Friday, May 3. Thus, an 85 (B) essay can become a 90 (A-) essay if it is turned in five days early.

Each of these assignments is intended to accomplish a different purpose. The short quizzes are meant to test your knowledge of the course material. The long quizzes require you to apply that knowledge to new situations and problems. Finally, the essay asks you not merely to apply these concepts, but to do so to advance a contestable thesis.

Grades

The three types of assignments will be added up to make your grade in the following way:

Average Short Quiz Score: 30%

Long Quiz 1: 13.3%

Long Quiz 2: 15%

Long Quiz 3: 16.7%

Essay: 25%

This course will use the following grading scale:

- A: Achievement outstanding relative to the basic course requirements
A 93 points or higher
A- 90-92.99
B: Achievement significantly above the basic course requirements
B+ 87-89.99
B 84-86.99
B- 80-83.99
C: Achievement meeting the basic course requirements
C+ 77-79.99
C 74-77.99
C- 70-73.99
D: Achievement worthy of credit but below the basic course requirements
D+ 67-69.99
D 60-66.99
F: Below 60 points

Clarifying questions about grades should be directed to me. You must wait 24 hours after receiving a grade before seeking clarification about the grade. If, after seeking clarification, you feel that a grading decision is incorrect, you may appeal in writing (minimum one paragraph). Your appeal should specify what the grading decision was, why you feel it was incorrect, why your answer was correct, and what you feel an appropriate grade is. If asked to re-grade a question, I reserve the right to raise or lower the original grade. All grade appeals must be made within two weeks of an assignment being returned.

I may over the course of the semester give very limited extra credit opportunities. These will all be announced by me in class. I do not give “extra” extra credit opportunities to students who request them. If, over the course of the semester, no suitable extra-credit opportunities present themselves then there will be no extra credit opportunities.

Late Work and Missed Quizzes

Make-up quizzes (short and long) will only be allowed for documented medical or family emergencies or for approved university activities in accordance with the University’s policy on Makeup Work for Legitimate Absences. Documentation is not required for one medical absence that does not require medical services per semester. Beyond this exception, personal or medical issues that do not rise to the level of documented emergency are not an acceptable reason to miss quizzes. Please send all documentation and, when possible, advanced notice of excused absences to me (cdmyers@umn.edu).

The final essay must be turned in via email by 5:00 PM on Wednesday, May 8. If I notice that you did not turn in the essay, I will send you an email. You will have 24 hours after that email is sent to turn in an essay, whose grade will be reduced by 3 points. After that, no late work will be accepted.

Class Policies

Technology in the Classroom:

While our society teaches us to divide our attention between competing demands, research shows that people are terrible at multi-tasking, particularly when one of the tasks requires a high level of concentration. Indeed, research shows that multi-tasking degrades performance and leads multi-taskers to get less done, not more. Yet, multi-tasking provides emotional gratification. This makes it difficult to resist, even if you really, truly intend to only take notes on your laptop and not check TikTok or your FanDual account. Finally, extensive research shows that taking notes by hand leads to significantly greater learning.

For all of these reasons, once the daily quiz is complete, the use of electronics will not be allowed in class. Please put away all laptops, cellphones, tablets, or any other device that can run a web browser, for the duration of the class. I will stop class and ask people who violate this policy without instructor permission to put their devices away

For more details on the perils of multi-tasking and the benefits of taking notes by hand way see:

<https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>
<https://www.chronicle.com/interactives/is-email-making-professors-stupid>
<https://www.sciencedirect.com/science/article/pii/S1041608015300066>
www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/
<https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best>

Attendance:

While I do not formally take attendance, students can only take the daily quiz in class at the start of class. Thus, regular attendance is necessary to get a good grade in this course. Students who do not regularly attend class also tend to do less well on long quizzes and the final paper.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Community Standards has compiled useful suggestions to help avoid scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course.

Unless specifically permitted on an assignment, any student who submits work generated by ChatGPT and other artificial intelligence (AI) software as their own work will be considered to be in violation of the University's scholastic dishonesty policy.

If you have additional questions, please ask me or the TAs. In particular, if you are at all in doubt about whether a particular action constitutes scholastic dishonesty, please contact me. I would much rather have a conversation before any potential scholastic dishonesty than after, and I will not penalize in any way questions raised about the scholastic dishonesty policy so long as they are raised before the potential scholastic dishonesty occurs.

Contact Policy:

In an effort to hold in-class announcements to a minimum, I will be using e-mail to relay most of the nuts and bolts of the course. You must check your campus e-mail every day. You are responsible for any information that I pass along via email.

I will respond to all emails within 24 hours, except on weekends. Though I will respond as quickly as possible, I cannot guarantee that I will respond to any email faster than 24 hours of it being sent. Please keep this in mind as long quizzes and the essay deadline approach.

Office Hours:

Please come talk to me if there is something from class you do not fully understand, or something that particularly interests you and you would like to talk about in greater depth – I am here to help you learn. Scheduled office hour times may not be convenient for you, so I'm also happy to meet with you by appointment. Just ask me after class or e-mail me, and we can arrange a time to meet.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2020-01/policy_student_conduct_code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

Sexual Harassment and Misconduct:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<https://policy.umn.edu/hr/sexharassassault>

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. For more information about the requirement that instructors and TAs report any prohibited sexual conduct that they become aware of to the Title IX office, see:

<https://policy.umn.edu/hr/sexharassassault-faq01>

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as

defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Disability Accommodations:

I, and the University of Minnesota, are committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at drc@umn.edu or 612.626.1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact me as early in the semester as possible to discuss how the accommodations will be applied in the course. I will generally request that we meet briefly to discuss these accommodations.

For more information, please see the DRC website, diversity.umn.edu/disability/.

Mental Health and Stress Management:

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website: mentalhealth.umn.edu.

Support for Writing:

This class uses writing assignments. The Student Writing Center has TAs and ESL specialists to help with your writing skills. For more information, see writing.umn.edu/sws/.

AT THIS POINT IN READING THE SYLLABUS PLEASE EMAIL ME TO INDICATE THAT YOU HAVE READ THIS FAR. INCLUDE YOUR STUDENT ID NUMBER.

NO REALLY, SEND ME AN EMAIL. IT'S PART OF YOUR FIRST QUIZ GRADE.

Course Schedule

The course is divided into three broad themes: Foundations, Political Behavior and Political Institutions. Each section will be capped by a long quiz.

Readings not from the textbook are generally available in electronic form through the library or, if not easily accessible through the library, on the course Canvas site. Readings on the Canvas site are listed with a (C). If you have trouble locating a reading, please contact me.

Please complete the readings before the class period listed.

Section 1: Foundings and Foundations**January 17: Course Introduction**

No Readings

January 22: Foundations – Government and Political Power

Readings:

- Class Syllabus
- Keeping the Republic Chapter 1 (Introduction, Section 1.1, Section 1.2)
- Thomas Hobbes, from “Leviathan” (C)
- Mancur Olson, Jr., from “The Logic of Collective Action” (C)

January 24: Class Canceled**January 29: Foundations – Democracy**

Readings:

- Keeping the Republic Chapter 1 (Section 1.3 through end of chapter)
- Ivison, Duncan. 2010. “Democracy.” In *Encyclopedia of Political Theory*, Thousand Oaks: SAGE Publications, Inc., 358–61. <http://sk.sagepub.com/reference/politicaltheory/n117.xml>
- Kingston, Rebecca. 2013. “Democratic Theory.” In *Encyclopedia of Modern Political Thought*, Thousand Oaks, SAGE Publications, Ltd., 208–13. <http://sk.sagepub.com/cqpress/encyclopedia-of-modern-political-thought/i3072.xml>
- Achen, Christopher H., and Larry M. Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton, New Jersey: Princeton University Press. Chapter 1; Pgs 316-319 (C)

January 31: History – The Articles of Confederation and the Constitutional Convention

Readings:

- *The Articles of Confederation and Perpetual Union* (Keeping the Republic Appendix)
- Keeping the Republic Chapter 2 (Introduction - Section 2.5)
- *The Declaration of Independence* (Keeping the Republic Appendix)
- John P. Roche, Jr. 1961. “The Founding Fathers: A Reform Caucus in Action.” *American Political Science Review*. 55(4): 799-816
- Frederick Douglass, “What to the Slave Is the Fourth of July?” <https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/>
(Read along with actor Ossie Davis:

https://www.youtube.com/watch?v=PaheapeFpQw&list=OLAK5uy_l-8qyYB7wwYDhhs9qSoKR5VWRYtMYtlNE

- *The Constitution of the United States* NOT including amendments (Keeping the Republic Appendix)

February 5: History – The Constitution

Readings:

- *The Constitution of the United States* including amendments (Keeping the Republic Appendix)
- Keeping the Republic Chapter 3

February 7: History - Ratification

Readings:

- Keeping the Republic Chapter 2 (Section 2.5 - End)
- James Madison, “Federalist No. 10”
(<https://teachingamericanhistory.org/library/document/federalist-no-10/>)
- James Madison, “Federalist No. 51”
(<https://teachingamericanhistory.org/library/document/federalist-no-51/>)
- Brutus “Anti-Federalist No. 3” (<http://teachingamericanhistory.org/library/document/brutus-iii/>)

February 12: Civil Liberties

Readings:

- Keeping the Republic Chapter 4

February 14: Civil Rights

Readings:

- Keeping the Republic Chapter 5
- Brown et al. 2003. “Introduction: Race Preferences and Race Privileges.” In *Whitewashing Race*. Los Angeles: University of California Press. Pgs. 1-33. (C)
- Gwen Sharp, “Race, Criminal Background and Employment,”
<http://thesocietypages.org/socimages/2009/11/14/race-criminal-background-and-employment/>

February 19: Foundations Long Quiz

Readings:

- Review notes on foundations classes
- **LONG QUIZ ON FOUNDATIONS**

Section 2: Political Behavior**February 21: Ideology and Mass American Politics**

Readings:

- Kinder, Donald R., and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press. Intro – Chapter 2 (C)

February 26: Group Identity and Partisanship

Readings:

- Green, Donald, Bradley Palmquist, and Eric Schickler. 2002. *Partisan Hearts and Minds: Political Parties and the Social Identity of Voters*. New Haven: Yale University Press. Chapter 1 and 2. (C)
- Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago, Illinois: University of Chicago Press. Chapter 1. (C)

February 28: Consequences of Partisan Identity

Readings:

- Groenendyk, Eric. 2013. *Competing Motives in the Partisan Mind*. New York: Oxford University Press. Ch 1 (C)
- Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago, Illinois: University of Chicago Press. Chapters 2 and 4. (C)

March 11: Agenda Setting, Framing, and Priming

- Iyengar and Kinder. 1987. *News That Matters* (selections) SKIM PAGES 6-15 (C)
- Chong, Dennis, and James N. Druckman. 2007. "Framing Theory." *Annual Review of Political Science* 10(1):103–126. READ ONLY 103-114

March 13: Media Consumption

Readings:

- Chapter 13 (Introduction, 13.1, 13.2)
- Prior, Markus. 2002. "Liberated Viewers, Polarized Voters" *The Good Society* 11(3): 10-16 (C)
- Guess et al. 2018. "Avoiding the Echo Chamber about Echo Chambers: Why selective exposure to like-minded political news is less prevalent than you think." Knight Foundation Report. (C)

March 18: Public Opinion

Readings:

- Keeping the Republic Chapter 10.
- Stimpson, James A. 2015. *Tides of Consent: How Public Opinion Shapes American Politics*. New York: Cambridge University Press. Pgs. 1-51, skim Preface. (C)

March 20: Voting and Political Participation

Readings:

- Keeping the Republic Chapter 12 (Introduction - 12.2)
- Martinez, Michael D. 2010. "Why is American Turnout so Low, and Why Should We Care?" (C)

March 25: Campaigns and Elections

Readings:

- Keeping the Republic Chapter 12 (12.3 - End); Chapter 6, Section 6.4 only
- Sides, John, Michael Tesler, and Lynn Vavreck. 2018. *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America*. Princeton: Princeton University Press.
SELECTIONS (C)

March 27: Political Behavior Long Quiz

Readings:

- Review Notes on Political Behavior class
- **LONG QUIZ ON POLITICAL BEHAVIOR**

Section 3: Political Institutions

April 1: Parties

Readings:

- Keeping the Republic Chapter 11 (Introduction - 11.3)
- Cohen et al. 2008. "Whose Parties?" Chapter 2 from *The Party Decides: Presidential Nominations Before and After Reform*. (C).

April 3: Congress: Committees and Interest Groups

Readings:

- Keeping the Republic Chapter 6 (Section 6.5 - End), Chapter 11 (11.4 - End)
- Drutman, Lee. 2015. *The Business of America is Lobbying*. Ch 2 (C)

April 8: Congress: Passing Legislation on the Floor

Readings:

- Keeping the Republic Chapter 6 (Introduction - Section 6.4)
- Aldrich, John W. and David W. Rhode. 2009. "Congressional Committees in a Continuing Partisan Era." (C)
- Problem Solvers Caucus. 2021 "Problem Solvers Caucus Urges Leadership to Return to Regular Order." March 29. (C)

April 10: Presidency

Readings:

- Keeping the Republic Chapter 7
- Neustadt, Richard. 1961. *Presidential Power*. Wiley. Chapter 3 (C)
- Bernstein, Jonathan. 2017. "The 1960 Book That Explains Why Trump Is a Failure." <https://www.bloombergquint.com/view/the-1960-book-that-explains-why-trump-is-a-failure>

April 15: Bureaucracy

Readings:

- Keeping the Republic Chapter 8
- McCubbins and Schwartz. 1984. "Congressional Oversight Overlooked: Police Patrols vs. Fire Alarms." *American Journal of Political Science*. 28(1): 165-179.
- Gamboa, Suzanne. 2021. "ICE defies Biden, deports El Paso massacre witness, hundreds of others." Feb 2, 2021. NBC News. (C)

April 17: The Judiciary

Readings:

- Keeping the Republic Chapter 9
- Alexander Hamilton, "Federalist No. 78"
(<http://teachingamericanhistory.org/library/federalist-papers/>)

April 22: Local Politics and What is Government Anyway?

Readings:

- Jimenez, Benedict S. 2014. "Separate, Unequal, and Ignored? Interjurisdictional Competition and the Budgetary Choices of Poor and Affluent Municipalities." *Public Administration Review* 74(2): 246–57.
- Soss, Joe and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities." *Annual Review of Political Science*, 20 565-591.

April 24: Institutions Long Quiz**April 29: How to Write an Essay**

Assignment: Print and bring a draft of your paper's introduction to class

Readings:

- None

May 3: First day to turn in final essay for full extra credit (by 5:00 PM)

May 7: Last day to turn in final essay for any extra credit (by 5:00 PM)

May 8: Final essay due date (by 5:00 PM)