

GOVT 201-01 Intro to American Government and Politics

Fall 2020, CRN 14530

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Course Meetings: Remote and asynchronous

Office Hours: Drop-in times are Wednesdays 10:00am-12:00noon via Zoom at my personal Zoom link that appears on Blackboard. I also am available by appointment. Please email me if you'd like to talk outside of my regular Wednesday time and we can set up a meeting.

1. Course description

It is an understatement to say that steep challenges confront the United States today. The COVID-19 pandemic has upended life in countless ways, and killed tens of thousands of people in the process. Protests to eradicate racism across several dimensions of American society, most notably in policing and criminal justice, have moved people to take to the streets to exercise their constitutional rights to peacefully protest. (Tagging along, unfortunately, have been smaller numbers of people who have used those events and movements to damage property and sometimes harm others.) As a backdrop, the Trump administration has challenged the nation's institutions and politics since 2017. Republicans and Democrats both have observed that President Trump and his allies have discarded long-standing norms of behavior that previously had helped sustain the nation's institutions and larger polity, while simultaneously the administration frequently has operated at the edge of and outside the law.

Clearly, Americans live in fraught, uncertain times. As a result, now more than ever it is important for all observers of the nation's politics and government, be they students like you, people no longer in school, and officials working within the government itself to deepen their understanding of how the nation's governing institutions operate and how people can participate to make their voices heard. As an introduction to American politics and government, this course will provide you with opportunities to engage the compelling issues of our time while simultaneously sharpening your ability to think carefully about them. My goal in this class is not only to help you become more expert at navigating the issues and facts of the day. In addition, my larger ambition is to equip you with analytical tools, concepts, and theories that will help you continue to make sense of the nation's politics and government in the months and years after we have completed the semester.

Substantively, then, although we will engage the present, the course also will reach beyond the here and now of news sound bites to help you understand how current events—especially puzzling ones!—reveal more general and enduring features of the American political system. In all, we will have much to learn, and, as the syllabus describes, we will engage the course material from numerous angles.

2. Course operation

2.1 Our remote asynchronous environment

Due to the COVID-19 pandemic and the size of this class we will operate in a remote asynchronous (RA) manner to minimize the risks to one another's health. That means our course will not physically meet in person at set days and times. Still, we will maintain a course schedule with key milestones tied to different dates on the calendar. This syllabus provides an overview of the plan and schedule. As the

semester rolls on, I will provide you with much guidance and mentoring to help you succeed in our learning environment. More details will appear for each week on our course Blackboard site.

In addition to those logistical points, I also wanted to say that I look forward for opportunities to meet you even though we won't be seeing each other in person in a traditional classroom setting. Although our work will be remote and asynchronous, it won't be impersonal. I'll be incorporating various strategies in the course to ensure that we're able to engage with one another in the coming days, weeks, and months.

As with any course I teach, my main request to you, as a student, is that you engage the course material, your own assumptions, your classmates, and me by thinking hard and by doing assigned readings and activities with care. If everyone approaches the work with that mindset we all will enjoy the semester a great deal and also learn quite a bit about American government and politics, about our own views, and about the perspectives of others.

2.2 A typical weekly schedule

To help you organize your time for class, you can count on the course unfolding in a predictable way each week. The overall plan will demand approximately 4½ hours of your time. Those hours typically will break down like this:

100-120 minutes of readings to prepare for class

150 minutes of class

60-75 minutes of video lecture: 4-5 videos @ 15-20 minutes each

30-45 minutes of a hands-on learning activity for you to complete

30-45 minutes of small group engagement

As you plan your week, I would strongly encourage you to set aside specific times that you devote to GOVT 201 and stick to that schedule. Treating it like a regular class in your schedule (e.g., block off MWF from 10-11am, or 3-4pm, or some other times for when you watch course videos and do assignments and small group work) will help you to keep up and succeed.

Descriptions of the hands-on and small group activities will appear on Blackboard for each week. I will do my best to keep to this overall plan, and I invite your suggestions or reactions along the way if for certain weeks things seem to veer from the plan that I am promising here.

2.3 Additional 150 minutes of class time

Due to the semester schedule being shortened by one week, the Dean of Arts & Sciences has instructed faculty to incorporate an additional week (i.e., 150 minutes) of class time into our schedule in some way across the course of the term. In GOVT 201, we will allocate that time to your taking end-of-module exams at three points in the semester.

3. Readings

Links to the vast majority of course readings and related multimedia materials will appear on the course Blackboard site. The current schedule of readings also appears below, but because events can be fast moving, I may adapt things if I encounter other materials that appear to be more interesting or effective.

There is one recommended book for the course:

- Kenneth Janda, Jeffrey M. Berry, Jerry Goldman, Deborah Schildkraut, and Paul Manna. *The Challenge of Democracy: American Government in Global Politics (Enhanced 14th edition)*. Boston: Cengage Learning. <https://www.cengage.com/c/the-challenge-of-democracy-american-government-in-global-politics-enhanced-14e-janda/9781337799812PF/> This book appears on the syllabus as “COD.”

I have made the *COD* a recommended but not required title because I think many students find it helpful to have a textbook as a reference, especially those who have limited experience with American government and politics. Also the on-line tools that accompany the *COD* provide superb resources to help you as you study and engage course topics. I will refer to concepts that appear in the book, but those concepts are available in other books, too. Feel free to use another book to save money if you have one that covers more-or-less the same ground as the recommended text. And don't hesitate to reach out to me if you'd like me to look over those other texts you have in mind.

Finally, here's one last item to consider that might help you save some money on books across all your classes this semester. Looking across your courses, if your professors are assigning other books from the publisher Cengage, which publishes the *COD*, you might want to consider the platform Cengage Unlimited: <https://www.cengage.com/unlimited/>. In a nutshell, the platform is a subscription service, parallel to Netflix, which gives you access to *all* Cengage books, materials, and on-line platforms for one overall price. There is a free trial, too, so you can check it out first before having to commit. Once you see which books you need to purchase for your classes, it might be worth it to investigate this option rather than buying individual books as stand-alone items.

4. Overview of class expectations and supports

4.1 Grading

I will calculate course grades based on the following items. You will have numerous opportunities to demonstrate what you have learned in this class. Details on each item below will be forthcoming.

Weight	Item
25%	Weekly class engagement
10%	“Big question” assignment
	Module exams*
15%	Module 1: Conceptual building blocks
15%	Module 2: Political participation and the politics of protest
15%	Module 3: COVID-19 and American politics
20%	Final exam

*Material from Module 4 will appear on the final exam.

I will base final course grades on the following scale, with partial-percents typically rounded to the nearest full percent: A 93-100, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 63-67, D- 60-62, F <60.

Finally, because errors sometimes creep into grade calculations—and on rare occasions papers become lost as they are handed in—please keep a copy of all work you submit until I have processed final grades.

4.2 Brief description of specific course expectations

More details on these items, including specific expectations for grading, will appear on Blackboard. I am glad to discuss them with you if you have specific questions.

Weekly class engagement: Although the course is remote asynchronous, each week I will provide you with individual and group-based activities to help you engage the course material, me, and each other. My goal is to replicate as much as possible the interactive way that I enjoy teaching in-person courses and that I know helps students wrestle with and understand course material. Particular activities to foster engagement each week will appear on Blackboard. Please just let me know if you ever are unsure what you should be doing and I'd be glad to clarify.

“Big question” assignment: Because no introductory American government course could possibly cover all the topics that grab the interest of students, this assignment will ask that you pose an overall question at the start of the semester that you will try to answer as we progress through each week. Think of it as your own mini independent study embedded in the course. I will ask you to report on your evolving insights as the semester moves forward. At the end of the semester, as part of the final exam, I will ask you to reach some conclusions about your question based on the material we have explored.

Module exams and final exam: These exams will contain objective questions and short answer questions. I will write them so they can be completed within 50-60 minutes.

4.3 Accessibility

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. Students must have an accommodation approved before services can begin. For more information, please see www.wm.edu/sas.

4.4 Academic misconduct

I begin by assuming academic misconduct will not become an issue in this class. If it does, for any questions about policies regarding cheating, plagiarism, or other types of academic dishonesty please see the William & Mary Honor Council's web site and the discussion of the Honor Code in the Student Handbook. If I discover a student cheating I will initiate an Honor Council proceeding and, at a bare minimum, recommend that the student receive an F for the course. Learning with honor will be particularly salient this semester given that our work, especially exams, will be done remotely using technology rather than in person in a traditional classroom.

4.5 What you can expect from me

So far I have described what I expect from you. But what can you expect from me? Several things. First, I will not ask you to do things that waste your time. I am convinced that students respond best when professors encourage them to think hard about interesting ideas and questions. I will work all semester to create that kind of environment. Second, I will give you lots of honest feedback about your work to help you deepen your understanding of American government and politics. Third, I promise to treat you with respect. I anticipate that we will sometimes disagree about government and politics this semester. In fact, I hope we do because that will make the course more interesting. I will not penalize you if you do not embrace my political beliefs, nor will I reward you simply because we happen to agree on political matters. Finally, I know this will be a challenging semester for all of us, and for some more

than others. Do not hesitate to reach out to me if I can provide additional support. I would be glad to lend a hand myself and also to steer you toward additional resources that can help.

5. Schedule of topics, readings, and scheduled exams

Readings will appear on Blackboard. The readings flagged *COD* come from the *Challenge of Democracy* textbook. We will adjust this schedule as needed if conditions change during the semester. However, any adjustments affecting the course exams will provide you additional time rather than less time to prepare. The schedule of class engagement activities and assignments will appear on Blackboard.

Module 0: Introduction and course launch

M0.1 Getting started (week of 8/19, 8/21)

Course overview and Manna introduction

- Read the course syllabus that appears on Blackboard.

Strategies for succeeding in an on-line environment

- “Tips for Taking Online Classes: 8 Strategies for Success,” Northeastern University, March 26, 2020, <https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/>
- Kelsey Miller, “7 Time Management Tips for Online Students,” Northeastern University, April 28, 2020, <https://www.northeastern.edu/graduate/blog/time-management-tips-online-students/>.

Course systems introduction (Blackboard, Zoom, Google docs, Qualtrics)

M0.2 Orienting our thinking (week of 8/24, 8/26, 8/28)

Thinking about politics scientifically

- Christopher Howard. 2017. Ch. 1 Introduction. *Thinking Like a Political Scientist*. Chicago: University of Chicago Press.
- Gary He. Twitter thread on USPS: <https://twitter.com/garyhe/status/1295360446795583491>

Discussing politics in today’s fraught, polarized climate

- Daniel Yudkin, Stephen Hawkins, and Tim Dixon. 2019. The Perception Gap: How False Impressions are Pulling Americans Apart. Read the Executive Summary, Introduction, and Conclusion. <https://perceptiongap.us/media/zaslaroc/perception-gap-report-1-0-3.pdf>

Stereotypes and engagement with a complex world

- Claude M. Steele. 2010. Ch. 1 An introduction: At the root of identity. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*.

The American experiment

- Lin-Manuel Miranda, *Hamilton: An American Musical*. Listen to these two songs:
--Your Obedient Servant, <https://www.youtube.com/watch?v=pYROVMwuAZM>
--The World Was Wide Enough, <https://www.youtube.com/watch?v=BQ1ZwqaXJaQ>
- Joseph J. Ellis. 2000. Ch. 1 The duel. *Founding Brothers: The Revolutionary Generation*.

Note: Friday, August 28 is the last day of drop-add. After we have passed that date I will assemble you into small groups so we can add small group activities into our weekly learning experiences

Module 1: Conceptual building blocks

M1.1 Values and institutions (week of 8/31, 9/2, 9/4)

COD chapters for reference → During this week and subsequent weeks I will identify which *COD* chapters are most relevant for the topics we will explore. I would suggest that you read sections of the textbook (or the alternative textbook you have chosen) to help clarify concepts that I reference in lecture and to help make sense of the additional readings I am listing under each topic. You do not need to read all these chapters cover to cover each week. Instead, read selectively and use the text like a reference book to help you understand concepts and see additional examples that can help sharpen your thinking.

- Ch. 1 Freedom, Order, or Equality?
- Ch. 3 The Constitution
- Ch. 4 Federalism

Values in tension: Freedom, order, equality

- The Declaration of Independence. <https://www.archives.gov/founding-docs/declaration-transcript>. (This also appears as an appendix in the *COD*.)
- Frederick Douglass. The Meaning of July Fourth for the Negro. Speech delivered at Rochester, NY, July 5, 1852. https://masshumanities.org/files/programs/douglass/speech_complete.pdf

American traditions: Republicanism, rule of law, ascriptive discrimination

- The Constitution of the United States. <https://www.archives.gov/founding-docs/constitution-transcript>. (This also appears as an appendix in the *COD*.)
- Rogers Smith. 1997. Ch. 1 The hidden lessons of American citizenship laws. *Civic Ideals*. New Haven, CT: Yale University Press. <https://www-jstor-org.proxy.wm.edu/stable/j.ctt32bh0k>

Separate institutions sharing powers

- The Constitution of the United States. <https://www.archives.gov/founding-docs/constitution-transcript>.
- James Madison. 1788-1789. *The Federalist Papers*. Federalist #51: The structure of the government must furnish the proper checks and balances between the different departments. <https://billofrightsinstitute.org/founding-documents/primary-source-documents/the-federalist-papers/federalist-papers-no-51/>.

Federalism

- James Madison. (1788-1789). *The Federalist Papers*. Federalist #39: The conformity of the plan to republican principles. <https://billofrightsinstitute.org/founding-documents/primary-source-documents/the-federalist-papers/federalist-papers-no-39/>

M1.2 The people and American democracy (week of 9/7, 9/9, 9/11)

COD chapters for reference

- *COD*, Ch. 15 Order and Civil Liberties
- *COD*, Ch. 16 Equality and Civil Rights

- *COD*, Ch. 2 Majoritarian or Pluralist Democracy?

Civil liberties & civil rights

- Emily Zackin. 2013. *Looking for Rights in All the Wrong Places*. Ch. 1 Looking for rights in all the wrong places. <https://www-jstor-org-proxy.wm.edu/stable/j.ctt24hq93>

Systemic racism

- Terry Gross. 2017. A ‘Forgotten History’ of how the U.S. government segregated America. NPR.org. May 3.
--Read overview here: <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>.
--Then listen to the 35-minute interview linked on the website.

Aggregating preferences in a polarized political climate

- Amy Mitchell, Jeffrey Gottfried, Jocelyn Kiley, and Katerina Eva Matsa. 2014. Where news audiences fit on the political spectrum. Pew Research Center. October 21.
--Read summary on this page: <https://www.journalism.org/2014/10/21/political-polarization-media-habits/>
--Explore the data on this page: <http://www.journalism.org/interactives/media-polarization/>

****MODULE 1 EXAM: Complete Module 1 exam by Friday, September 18 at 5:00pm****

Module 2: Political participation and the politics of protest

M2.1 Protest compared to other forms of participation (week of 9/14, 9/16, 9/18)

COD chapters for reference

- Ch. 7 Participation and Voting
- Ch. 5 Public Opinion and Political Socialization
- Ch. 6 The Media
- Ch. 8 Political Parties
- Ch. 13 The Bureaucracy

Protest as a political strategy

- Sujata Gupta. 2020. What the 1960s civil rights protests can teach us about fighting racism today. [Interview with Omar Wasow.] *Science News*. June 5, 2020. <https://www.sciencenews.org/article/what-1960s-civil-rights-protests-teach-fighting-racism-today>
- Omar Wasow. 2020. Twitter thread on recent research summarized in the Gupta article and originally published in the *American Political Science Review*. <https://twitter.com/owasow/status/1265709670892580869>. The full *APSR* article is here: http://www.omarwasow.com/Protests_on_Voting.pdf.
- Alex Hardgrave. 2020. Portland’s Wall of Moms crumbles amid online allegations by former partner, Don’t Shoot PDX. *The Oregonian*. Updated August 2. <https://www.oregonlive.com/news/2020/07/portlands-wall-of-moms-crumbles-amid-online-allegations-by-former-partner-dont-shoot-pdx.html>

Additional modes of political participation

- Ian Prasad Philbrick and David Leonhardt. n.d. How to participate in politics. *New York Times*. <https://www.nytimes.com/guides/year-of-living-better/how-to-participate-in-government>.

Direct participation in the policy process

- Susan L. Moffitt. 2014. Preface and Ch. 8 (excerpts) The impact of public advice. *Making Policy Public*. New York: Cambridge University Press.
- Susan Yackee. 2018. Federal rulemaking 101. Wisconsin Public Radio. January 2. Listen to the segment from 0:00 – 10:30 about public comments in the rulemaking process. <https://www.wpr.org/listen/1209351>.
- Chicago Police Accountability Task Force. 2016. Executive Summary. Read pp. 17-20 on recommendations and next steps. https://chicagopatf.org/wp-content/uploads/2016/04/PATF_Final_Report_Executive_Summary_4_13_16-1.pdf.

M2.2 Explaining protest and other forms of political participation (week of 9/21, 9/23, 9/25)

COD chapters for reference

- Ch. 7 Participation and Voting
- Ch. 5 Public Opinion and Political Socialization
- Ch. 8 Political Parties

Individual factors

- Kay Lehman Schlozman, Sidney Verba, and Henry E. Brady. 2012. Ch. 8 Political participation over the life cycle. *The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy*.
- Amanda Barroso and Rachel Minkin. 2020. Recent protest attendees are more racially and ethnically diverse, younger than Americans overall. Pew Research Center. June 24. <https://www.pewresearch.org/fact-tank/2020/06/24/recent-protest-attendees-are-more-racially-and-ethnically-diverse-younger-than-americans-overall/>

Networks and participation

- David E. Campbell. 2013. Social networks and political participation. *Annual Reviews of Political Science*. 16: 33-48.
- Casey A. Klofstad. 2015. “Exposure to political discussion in college is associated with higher rates of political participation over time.” *Political Communication*. 32: 292-309.

M2.3 Protest, participation and inequality (week of 9/28, 9/30, 10/2)

Relevant *COD* chapters

- Ch. 16 Equality and Civil Rights
- Ch. 7 Participation and Voting
- Ch. 14 The Courts

Securing voting rights through protest and other means

- Rep. John Lewis. 2018. Speech on the House floor on the right to vote. July 18. https://www.youtube.com/watch?v=h5i_gelqm5U
- *Shelby County v. Holder* 570 US 529 (2013).
--Read the summary here: <https://www.oyez.org/cases/2012/12-96>

--On that same webpage, listen to “Opinion Announcement” part 1 (Chief Justice Roberts for the majority) and part 2 (Justice Ginsburg in dissent).

- Hannah Klain et al. 2020. Waiting to Vote: Racial Disparities in Election Day Experiences. June 3. https://www.brennancenter.org/sites/default/files/2020-06/6_02_WaitingtoVote_FINAL.pdf

Carceral state, political engagement, and criminal justice reform

- Vesla M. Weaver and Amy E. Lerman. 2010. Political consequences of the carceral state. *American Political Science Review*. November. <https://veslaweaver.files.wordpress.com/2011/10/weaverlerman2010.pdf>
- The Sentencing Project. 2019. Felony Disenfranchisement: A Primer. June 27. <https://www.sentencingproject.org/publications/felony-disenfranchisement-a-primer/>

****MODULE 2 EXAM: Complete Module 2 exam by Friday, October 9 at 5:00pm****

Module 3: COVID-19 and American politics

M3.1 Institutional responses to the pandemic (week of 10/5, 10/7, 10/9)

COD chapters for reference

- Ch. 12 The Presidency
- Ch. 11 Congress

Presidential responses

- Cynthia J. Bowling, Jonathan M. Fisk, and John C. Morris. 2020. Seeking patterns in chaos: Transactional federalism in the Trump administration’s response to the COVID-19 pandemic.” *American Review of Public Administration*. <https://journals.sagepub.com/doi/pdf/10.1177/0275074020941686>
- Paul E. Rutledge. 2020. Trump, COVID-19, and the war on expertise. *American Review of Public Administration*. <https://journals.sagepub.com/doi/pdf/10.1177/0275074020941683>.

Congressional responses

- Sarah Binder and David Dollar. 2020. The politics of Congress’s COVID-19 response. Brookings Dollar and Sense Podcast. April 20. <https://www.brookings.edu/podcast-episode/the-politics-of-congress-covid-19-response/>. Feel free to either listen to the podcast or read the transcript that is provided.
- US Government Accountability Office. Coronavirus Oversight. <https://www.gao.gov/coronavirus/>. Dive into some items on this page and see what looks interesting to you.

M3.2 Institutional responses to the pandemic, continued (week of 10/12, 10/14, 10/16)

*Note: October 12 is the last day to withdraw from the course

COD chapters for reference (continued on next page)

- Ch. 12 The Presidency
- Ch. 11 Congress

- Ch. 13 The Bureaucracy
- Ch. 4 Federalism

Bureaucratic expertise and governance

- Tom Nichols. 2017. Preface to the Paperback Edition and Introduction. *The Death of Expertise: The Campaign Against Established Knowledge and Why it Matters*.
- US Government Accountability Office. 2020. COVID-19 Contracting: Observations on Federal Contracting in Response to the Pandemic. July. <https://www.gao.gov/assets/710/708455.pdf>.

Subnational responses

- Ed Yong. 2020. America’s patchwork pandemic. *The Atlantic*. May 20. <https://www.theatlantic.com/health/archive/2020/05/patchwork-pandemic-states-reopening-inequalities/611866/>.
- University of Virginia Miller Center. 2020. Panel discussion on Responding to COVID-19: Federal, State, Local. May 21. Listen to the excerpt from 00:00 – 13:00, but feel free to check out more if other parts of the discussion interest you. <https://millercenter.org/news-events/events/responding-covid-19-federal-state-local>
- Stephanie Becker. 2020. A California superintendent has a plan to bring students back to the classroom—but not their teachers. CNN.com. August 18. <https://www.cnn.com/2020/08/18/us/glendale-california-superintendent-distance-learning-in-classroom/index.html>.

M3.3 The public and the pandemic (week of 10/19, 10/21, 10/23)

COD chapters for reference

- Ch. 5 Public Opinion and Political Socialization
- Ch. 14 The Courts
- Ch. 15 Order and Civil Liberties
- Ch. 16 Equality and Civil Rights

Mass opinion about the pandemic

- Pew Research Center. 2020. Republicans, Democrats Move Even Further Apart in Coronavirus Concerns. June 25. <https://www.pewresearch.org/politics/2020/06/25/republicans-democrats-move-even-further-apart-in-coronavirus-concerns/>. Read the info on this main page, but feel free to click deeper into the report if you’d like.
- Additional findings from Pew are at this link in case you want to dive in a little deeper: <https://www.pewresearch.org/topics/coronavirus-disease-2019-covid-19/>.

Public health, civil liberties, and civil rights

- Conor Friedersdorf. 2020. How to protect civil liberties in a pandemic. *The Atlantic*. April 24. <https://www.theatlantic.com/ideas/archive/2020/04/civil-libertarians-coronavirus/610624/>.
- Valerie Brannon. 2020. UPDATE: Banning Religious Assemblies to Stop the Spread of COVID-19. Congressional Research Service Legal Sidebar. June 1. <https://crsreports.congress.gov/product/pdf/LSB/LSB10450>.

Equity, public policy, and the pandemic

- Re-read the last part of the Ed Yong article cited above under section 3.2.
- Kate Conger, Robert Gebeloff, and Richard A. Oppel Jr. “Native Americans feel devastated by the virus yet overlooked in the data.” *New York Times*. July 30. <https://www.nytimes.com/2020/07/30/us/native-americans-coronavirus-data.html>
- Clara Totenberg Green. 2020. The latest in school segregation: Private pandemic ‘pods.’ *New York Times*. July 22. <https://www.nytimes.com/2020/07/22/opinion/pandemic-pods-schools.html>.

****MODULE 3 EXAM: Complete Module 3 exam by Friday, October 30 at 5:00pm****

Module 4: Campaigns, representation, and the 2020 election season

COD chapters for reference

- Ch. 8 Political Parties
- Ch. 9 Nominations, Elections, and Campaigns
- Ch. 7 Participation and Voting

M4.1 Appealing to voters (week of 10/26, 10/28, 10/30)

Political parties

- Alan I. Abramowitz. 2018. Ch. 1 A new age of partisanship. *The Great Alignment: Race, Party Transformation, and the Rise of Donald Trump*. New Haven, CT: Yale University Press.

Campaigns

- Gary C. Jacobson. 2015. How do campaigns matter? *Annual Review of Political Science*. 18: 31-47. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-072012-113556>

M4.2 Elections and their consequences (week of 11/2, 11/4, 11/6)

Election administration

- Wendy Weiser et al. 2013. How to Fix the Voting System. Washington, DC: Brennan Center for Justice. https://www.brennancenter.org/sites/default/files/2019-08/Report_How_To_Fix_Voting_System.pdf.

[Election day: Tuesday, 11/3]

Election 2020 debrief

- Readings to be announced.

M4.3 Representation and the consequences of elections (week of 11/9, 11/11, 11/13)

Partisan elections as vehicles for representation

- Russell Muirhead and Nancy L. Rosenblum. 2020. The political theory of parties and partisanship: Catching up. *Annual Review of Political Science*. 23: 95-110. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-041916-020727>

Two-party system in the US as challenge to constitutional democracy?

- Lee Drutman. 2018. Why America's 2-party system is on a collision course with our constitutional democracy. Vox.com. March 26.
<https://www.vox.com/polyarchy/2018/3/26/17163960/america-two-party-system-constitutional-democracy>

*Note: November 13 is the last day of classes

GOVT 201 FINAL EXAM: Thursday, November 19, 9:00am-12:00noon