

Political Science 120: American Government

Dickinson College, Fall 2019
MWF 10:30-11:20, Denny Hall – Room 304

Professor Sarah Niebler

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Office Hours: Tuesday 1:30-3:00; Wednesday 1:30-3:00; and by appointment



Course Description and Learning Objectives

This course is an introduction to the American political system, including its development, institutions, and practices. We begin by examining the principles and political logic shaping the design of U.S. political institutions and the founders' compromises in constructing the Constitution. We also consider issues of civil liberties, civil rights, and democracy. Next, we analyze the major institutions that make up the federal system: Congress; the presidency; the bureaucracy; and the courts, plus we think about the role of state and local governments. We then turn to the formal and informal channels linking individuals to government -- public opinion; voting; elections; mass media; political parties; and interest groups -- and evaluate how well the current American political system represents the needs and preferences of a diverse nation. We conclude the semester by examining several areas of public policy based on current and recent events happening across the country and the world.

This course has four major learning objectives. By the end of the course, students should be able to:

1. Understand how the existing American government was formed, how it works, and the public's role in the American political system.
2. Critically engage with evidence and be able to articulate how political institutions and rules affect the behavior of politicians and of members of the electorate.

3. Question preconceived ideas about American politics and think deeply about how well the American political system works.
4. Form and express political opinions. You will have numerous opportunities to evaluate political information and make compelling arguments. Honing these skills will make you a better democratic citizen.

We will begin many classes with a brief discussion of current political events and what is happening in the world. As students of American politics, you should follow the news daily using reputable news sources (e.g., *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Economist*, NPR). Your ability to effectively discuss and engage with current political events will factor into your participation score as well be assessed on the midterm and final exams.

Course Materials

The vast majority of our course materials will be online or articles I will post to Moodle. I will also assign podcast episodes from time to time. Additionally, I suggest you use the following open-source textbook as a resource. There will not be assigned readings from this book, but lectures will be based on concepts from the text. Each week, I will indicate which chapter(s) of the text is relevant to the week's topics.

- Lenz, Timothy and Mirya Holman. 2013. American Government. University Press of Florida. Available at: https://florida.theorange grove.org/og/file/2e74506d-6095-0531-a2fb-b04504b885bd/1/9781616101633_LenzHolman.pdf

I suggest downloading the text and saving it to your desktop, so you do not have to have access to the internet in order to read the text.

Requirements and Grading

The success of this course depends upon your regular attendance and contributions to class discussion. Course attendance is not optional. That said, I know things sometimes come up and, as such, you may have **three** absences throughout the course of the semester without penalty. I do not distinguish between excused and unexcused absences, so please use these three judiciously. Missing more than three classes will result in a reduction of your attendance and participation grade.

Additionally, simply showing up for class is not enough to guarantee a high participation grade. I also expect you to read the assigned material and to be prepared to ask questions and offer thoughtful, critical analysis about it during class. Attendance alone with little or no contribution will earn you approximately a C in participation.¹

¹ I recognize that some students are hesitant to speak in front of class. If this is the case, please come talk with me during office hours early in the semester.

Beyond participation, your grade will be based on two papers, two exams, and a brief political autobiography. The relative weight and due date of each component is as follows:

Assignment	Percent of Overall Grade	Due Date(s)
Attendance and Participation	10%	
Political Autobiography Paper	5%	September 13
Constitution Paper	15%	Draft – September 27 Final – October 4
Midterm Exam	20%	October 14
Public Policy Paper	25%	Draft – November 15 Final – November 22
Final Exam	25%	Wednesday, December 18 at 9:00 a.m.

The Political Autobiography paper is a short paper designed to help me get to know you and what your experiences with politics have been. I will hand out the formal assignment guidelines for this paper in the first week of class.

Paper topics and guidelines for the Constitution and Public Policy papers will be handed out in class at least a week before the first draft is due and we will engage in a peer-review process during class. You will have a week after peer review to revise your paper before handing it in to me. While I do not read full drafts of papers ahead of the due date, you are welcome to come to office hours to discuss any part of the paper with me. You are also encouraged to make use of the Dickinson College Writing Center (http://www.dickinson.edu/info/20158/writing_program/567/english_writing_tutoring/1) at any stage of the writing process.

Exams will be closed-book and consist of multiple-choice questions, short identification questions, and essays. Questions will be based on current events, readings, and information presented and discussed in class. The midterm will cover material from the first half of the class, and the final exam will focus on material covered in the second half of the class. In other words, the final exam will not be cumulative, although you will certainly be asked to draw connections back to material covered in the first half of the semester.

Final letter grades will be assigned in the following way:

A = 93-100	B- = 80-82	D = 60-69
A- = 90-92	C+ = 77-79	F = 0-59
B+ = 87-89	C = 73-76	
B = 83-86	C- = 70-72	

I strongly believe that much of your education at Dickinson College will occur outside the walls of the classroom. As such, I encourage you to attend lectures, talks, panel discussions, and other events on campus. If you attend such an event, then write a one-page paper explaining the

content of the event **and** its relevance to the course material, I will award **up to** ½ percentage point on your final grade. You may earn credit for up to three papers.

Academic Integrity

From Dickinson College's Community Standards... "Respect for ideas — our own and others' — is a hallmark of academic integrity. We show respect by acknowledging when we have used another's words or ideas in our work. We expect others to acknowledge when they use our ideas or words in their work. Students are expected to do their own work on quizzes, papers, examinations, class assignments, etc. Normally, a paper may be submitted in fulfillment of an assignment in only one course. Exceptions require permission from the instructors. Collaboration must be noted in writing and requires the consent of all instructors."

(http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards/2)

With respect to exams in this course, I expect you to do your own work. You are certainly encouraged to study with your classmates, but work on exams must be your own. Regarding papers, you will also need to do your own work and cite any and all of your sources. We will discuss ways of doing this before your first paper is due. If you ever have any questions about what constitutes plagiarism or cheating, please ask questions sooner rather than later.

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/access, email access@dickinson.edu, call (717) 245-1734, or go to ADS in Old West (lower level), Room 005.

I am fully committed to work with all students needing accommodations in my courses. If you've already been granted accommodations at Dickinson, please let me know as soon as possible so that we can meet to review your Accommodation Letter and complete your Blue Forms. If you will need test proctoring from ADS, remember that you will need to provide them with at least one week's notice.

Technology in the Classroom

A study conducted by psychologists Pam Mueller and Daniel Oppenheimer shows that students who take notes on a computer do less well answering conceptual questions than do students who take notes by hand (<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>). However, I know that many students have become accustomed to using laptops and/or tablets for note-taking. I leave the decision to you as to what works best for you. As such, I do permit students to use technology in the classroom. In fact, there might be a few days I will explicitly encourage you to use your phones and/or the internet during class. I will do my best to provide advance notice of these times so you can bring those resources to class.

With respect to audio recording, Pennsylvania is a “two-party consent” state, meaning that it is a crime to “intercept or record a telephone call or conversation **unless all parties to the conversation consent**” (<http://www.dmlp.org/legal-guide/pennsylvania/pennsylvania-recording-law>). Practically, what this means is that you should not be using any device to record class lectures or discussions. If a student with an accommodation from ODS is permitted to record class, all members of the class will be informed; students with ODS accommodations agree to strict guidelines with respect to how they use the recordings.

Outline of the Course

I: What is Political Science? How do we talk about politics?

September 2

- Introductions and Expectations – No Reading

September 4

- Masket, Seth. 2018. “The Crisis in Political Science Education” (Available via *Pacific Standard Magazine* at: <https://psmag.com/education/the-crisis-in-political-science-education>)
- Azari, Julia. 2018. “Forget Norms. Our Democracy Depends on Values” (Available via *FiveThirtyEight* at: <https://fivethirtyeight.com/features/forget-norms-our-democracy-depends-on-values/>)

The Constitution, Federalism, and the Foundation of the American Government

Chapters 2 and 6 in American Government

September 6

- U.S. Constitution (Available via National Archives at: <https://www.archives.gov/founding-docs/constitution-transcript>)
- Levinson, Sanford. 2012. “Our Imbecilic Constitution” (Available via *New York Times* at: https://campaignstops.blogs.nytimes.com/2012/05/28/our-imbecilic-constitution/?_r=0)

September 9

- Federalist #10 (Available via National Archives at: <https://founders.archives.gov/documents/Madison/01-10-02-0178>)
- Federalist #51 (Available via National Archives at: <https://founders.archives.gov/documents/Hamilton/01-04-02-0199>)
- (Audio) Cabinet Battle #1 from *Hamilton* Soundtrack (Available on YouTube at <https://www.youtube.com/watch?v=INTssCJJTHY>)
- Yglesias, Matthew. 2016. “How Lin-Manuel Miranda Taught Liberals to Love Alexander Hamilton” (Available via *Vox* at: <https://www.vox.com/2016/4/20/11469780/hamilton-jackson-bill-change>)

September 11

- Federalist #46 (Available via National Archives at: <https://founders.archives.gov/documents/Madison/01-10-02-0261>)
- Riker, William H. 1964. “Federalism: Origin, Operation, Significance” (Available on Moodle)

September 13

- **Political Autobiography Due – Bring Hard Copy to Class**
- SoRelle, Mallory E. and Alexis N. Walker. 2017. “Both Democrats and Republicans Care about ‘States’ Rights – When it Suits Them” (Available via Washington Post at: https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/23/both-democrats-and-republicans-care-about-states-rights-when-it-suits-them/?utm_term=.a68f2a385d0a)
- Obergefell v Hodges (2015). “Syllabus and Justice Alito’s Dissent” (Available via U.S. Supreme Court at https://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf (pages 1-5; 96-103)
- Badger, Emily. 2017. “Blue Cities Want to Make Their Own Rules. Red States Won’t Let Them.” (Available via New York Times at: <https://www.nytimes.com/2017/07/06/upshot/blue-cities-want-to-make-their-own-rules-red-states-wont-let-them.html>)

Democracy, Civil Liberties, and Civil Rights in the U.S.

Chapter 18 in American Government

September 16

- Zinn, Howard and Sidney Hook, “How Democratic is America?” (Available on Moodle)

September 18

- Bill of Rights and 14th Amendment of U.S. Constitution (Available via National Archives at: <https://www.archives.gov/founding-docs/constitution-transcript>)
- Summary of Assigned Cases on Oyez (OH-yay) website (Available at: <https://www.oyez.org/>)

September 20

- (Audio) Sanders, Sam. 2018. “Free Speech vs. Hate Speech” podcast from *It’s Been A Minute*. (Available via WBEZ at: <https://www.wbez.org/shows/its-been-a-minute/free-speech-vs-hate-speech/3949457c-4e22-44c4-b3fd-b720e35ba49d>)

September 23

- Glazer, Nathan. 2001. “American Diversity and the 2000 Census” (Available on Moodle)
- (Audio or transcript) Lo Wang, Hansi. 2018. “2020 Census Will Ask About Same-Sex Relationships” (Available via NPR at: <https://www.npr.org/2018/03/30/598192154/2020-census-will-ask-about-same-sex-relationships>)
- Farias, Christian. 2019. “The Battle Over the Census Citizenship Question is Now About Civil Rights” (Available via The New Yorker at: <https://www.newyorker.com/news/news-desk/the-battle-over-the-census-citizenship-question-is-now-about-civil-rights>)

September 25

- (Video) Hannah-Jones, Nikole. 2019. “Understanding the Impact of Modern Day Segregation.” Dickinson College Clarke Forum Lecture. (Available via “on campus” tab of Clarke Forum at: <http://clarke.dickinson.edu/campus-only/> (4:30-1:09:30)
- Newkirk, Vann R. 2018. “The End of Civil Rights” (Available via The Atlantic at: https://www.theatlantic.com/politics/archive/2018/06/sessions/563006/?twitter_impresion=true&utm_source=atltw)

September 27

- **Constitution Paper Peer Review – Bring Hard Copy of Draft**

II: Institutions

Congress

Chapter 3 in American Government

September 30

- Sinclair, Barbara. 2008. “Orchestrators of Unorthodox Lawmaking: Pelosi and McConnell in the 110th Congress” (Available on Moodle)
- Rudalevige, Andrew. 2017. “Why Does Congress Have Such a Hard Time Passing Laws? Let’s Blame the Constitution.” (Available via Washington Post at: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/11/why-does-congress-have-such-a-hard-time-passing-laws-lets-blame-the-constitution/>)
- *(Audio)* Binder, Sarah. 2013. “Congressional Master Class: The Senate Filibuster, Congress and the Federal Reserve” (Available via Brookings at: <https://www.brookings.edu/podcast-episode/congressional-master-class-the-senate-filibuster-congress-and-the-federal-reserve/>)

October 2

- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes’” (Available on Moodle)
- Conroy, Meredith. 2018. “At Least 123 Women Will Be In The Next Congress. Just 19 Are Republicans” (Available via FiveThirtyEight.com at: <https://fivethirtyeight.com/features/at-least-123-women-are-headed-to-congress-just-19-are-republicans/>)
- Morris, Sam, Juweek Adolphe, and Erum Salam. 2019. “Does the New Congress Reflect You?” (Available via Guardian at: <https://www.theguardian.com/us-news/ng-interactive/2018/nov/15/new-congress-us-house-of-representatives-senate>)

Presidency

Chapter 4 in American Government

October 4

- **Constitution Paper Due – Bring Hard Copy to Class**
- Neustadt, Richard. 1960. “The Power to Persuade” (Available on Moodle)
- Alaimo, Kara. 2016. “The Decline of the Bully Pulpit” (Available via The Atlantic at: <https://www.theatlantic.com/politics/archive/2016/01/obama-bully-pulpit-state-of-the-union/423258/>)

October 7

- Appelbaum, Binyamin and Michael D. Shear. 2016. “Once Skeptical of Executive Power, Obama Has Come to Embrace It” (Available via New York Times at: <https://www.nytimes.com/2016/08/14/us/politics/obama-era-legacy-regulation.html?referer=https://t.co/5cNMzyYWG8&r=0&login=email&auth=login-email>)
- Rudalevige, Andrew. 2018. “As A Candidate, Trump Criticized Obama’s Use Of Executive Powers. So Guess What Powers President Trump Has Been Leaning On?” (Available via Washington Post at: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/20/as-a-candidate-trump-criticized-obamas-use-of-executive-power-so-guess-what-powers-president-trump-has-been-leaning-on/>)
- Pomerleau, Mark. 2014. “Are Signing Statements Another Example of Executive Overreach?” (Available via The Hill at: <https://thehill.com/blogs/pundits-blog/the-administration/221151-are-signing-statements-another-example-of-executive>)

Bureaucracy

October 9

- Wilson, James Q. “From *Bureaucracy: What Government Agencies Do and Why They Do It*” (Available on Moodle)
- McCubbins, Matthew D. and Thomas Schwartz. 1984. “Congressional Oversight Overlooked: Police Patrols versus Fire Alarms (Available on Moodle)

October 11

- Cramer, Katherine. 2012. “Why Many Americans Resent Public Employees” (Available via Scholars Strategy Network at: <https://scholars.org/brief/why-many-americans-resent-public-employees>)
- Shaub Jr., Walter M. 2019. “Five Myths About the Federal Workforce” (Available via the Washington Post at: https://www.washingtonpost.com/outlook/five-myths/five-myths-about-the-federal-workforce/2019/02/14/699d4514-2fdf-11e9-8ad3-9a5b113ecd3c_story.html)

October 14

- **Midterm Exam**

Judiciary

Chapter 5 in American Government

October 16

- Federalist #78 (Available via National Archives at: <https://founders.archives.gov/documents/Hamilton/01-04-02-0241>)
- Johnson, Ben and Logan Strother. 2018. “The Supreme Court Hasn’t Followed Public Opinion for 50 Years. Why Would It Start Now?” (Available via The Washington Post at: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/17/the-supreme-court-hasnt-followed-public-opinion-for-50-years-why-would-it-start-now/>)

October 18

- (Audio) Seabrook, Andrea. 2011. “Justices Get Candid About the Constitution” (Available via NPR at: <https://www.npr.org/2011/10/09/141188564/a-matter-of-interpretation-justices-open-up>)
- Lyden, Jacki. 2009. “The Roots of Judicial Activism” (Available via NPR at: <https://www.npr.org/templates/story/story.php?storyId=104755960?storyId=104755960>)
- Segall, Eric J. 2018. “Does Originalism Matter Anymore?” (Available via New York Times at: <https://www.nytimes.com/2018/09/10/opinion/kavanaugh-originalism-supreme-court.html>)

October 21

- **No Class – Fall Pause**

Mass Media

Chapter 7 in American Government

October 23

- Farris, Emily and Heather Silber Mohamed. 2018. “The News Media Usually Show Immigrants as Dangerous Criminals. That’s Changed – For Now, At Least” (Available via Washington Post at: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/27/the-news-media-usually-show-immigrants-as-dangerous-criminals-thats-changed-for-now-at-least/>)
- Van Dam, Andrew. 2019. “Searching for Images of CEOs or Managers? The Results Almost Always Show Men” (Available via Washington Post at: <https://www.washingtonpost.com/business/2019/01/03/searching-images-ceos-or-managers-results-almost-always-show-men/?noredirect=on>)
- Reichel, Chloe. 2018. “Political Polarization Increases After Local Newspapers Close” (Available via Journalist’s Resource at: <https://journalistsresource.org/studies/politics/polarization/political-polarization-local-news-research/>)

October 25

- Arceneaux, Kevin and Martin Johnson. 2013. “The Reach of the Partisan Media” (Available on Moodle)
- Villasenor, John. 2019. “Deepfakes, Social Media, and the 2020 Election” (Available via Brookings at: <https://www.brookings.edu/blog/techtank/2019/06/03/deepfakes-social-media-and-the-2020-election/>)
- Stewart, Emily. 2019. “#KamalaHarrisDestroyed debate signals how much we still don’t understand about social media manipulation” (Available via Vox at: <https://www.vox.com/recode/2019/8/2/20751789/kamala-harris-destroyed-tulsi-gabbard-bots-google>)

III: The Role of the People

Public Opinion & Ideology

Chapters 8 and 9 in American Government

October 28

- Menand, Louis. 2004. “The Unpolitical Animal: How Political Science Understands Voters” (Available via The New Yorker at: <https://www.newyorker.com/magazine/2004/08/30/the-unpolitical-animal>)

October 30

- Mason, Lilliana. 2018. Selections from Uncivil Agreement (Available on Moodle)

November 1

- Pew Research Center. 2019. “Questionnaire Design” (Available via Pew Research Center at: <https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/>)

Elections

Chapter 10 in American Government

November 4

- McDonald, Michael. 2011. “Voter Turnout: Eligibility Has Its Benefits” (Available on Moodle)
- Badger, Emily. 2018. “What If Everyone Voted?” (Available via New York Times at: <https://www.nytimes.com/2018/10/29/upshot/what-if-everyone-voted.html>)

November 5 (Tuesday)

- **Vote if you are eligible to do so! Local elections matter!!**

November 6

- Kurtzleben, Danielle. 2016. “Celebrities, Lies And Outsiders: How This Election Surprised One Political Scientist” (Available via NPR at: <https://www.npr.org/2016/06/21/482357936/celebrities-lies-and-outsiders-how-this-election-surprised-one-political-scienti>)
- Friedersdorf, Conor. 2016. “How the Party Decided on Trump” (Available via The Atlantic at: <https://www.theatlantic.com/politics/archive/2016/05/how-gop-influencers-cued-voters-to-choose-donald-trump/480294/>)
- Masket, Seth. 2017. “Party Nominations After Trump: This Could Be Just the Beginning of a New Age of Celebrity Candidates” (Available via Pacific Standard at: <https://psmag.com/news/dancing-with-the-presidents>)

November 8

- **No Class – Prof. Niebler at Conference**

November 11

- The 2020 Presidential Race – Where Do We Stand?
- Readings TBA

Political Parties

Chapter 11 in American Government

November 13

- Aldrich, John. 1995. “Why Parties?” (Available on Moodle)

November 15

- **Public Policy Paper Peer Review – Bring Hard Copy of Draft to Class**

November 18

- Philpot, Tasha. 2007. "Toward a Theory of Party Image Change." In *Race, Republicans, and the Return of the Party of Lincoln*. University of Michigan Press; pages 10-30. (Available on Moodle)

Interest Groups & Social Movements

Chapter 12 in American Government

November 20

- Olson, Mancur. 1982. "The Logic of Collective Action" (Available on Moodle)

November 22

- **Public Policy Paper Due – Bring Hard Copy to Class**
- (Video) Frontline. 2013. "Big Sky, Big Money" (Available via PBS Frontline at: <https://www.pbs.org/video/frontline-big-sky-big-money/>)
- Scott, Dylan. 2019. "2020 Democrats' Campaign Finance Pledges, Explained" (Available via Vox at: <https://www.vox.com/policy-and-politics/2019/6/24/18656919/2020-democratic-presidential-candidates-campaign-donations-finance-pledges>)

November 25

- Lipsky, Michael. 1968. "Protest as a Political Resource" *American Journal of Political Science* 62(4): 1144-1158. (Available on Moodle)
- Harris, Fredrick C. 2015. "The Next Civil Rights Movement?" (Available via Dissent Magazine at: <https://www.dissentmagazine.org/article/black-lives-matter-new-civil-rights-movement-fredrick-harris>)

November 27

- **No Class – Thanksgiving Break**

November 29

- **No Class – Thanksgiving Break**

IV: Public Policy Issues

Voting Rights

December 2

- (Audio or Transcript) Martin, Michel. 2012. "Voter ID Laws: Necessity or Burden?" (Available via NPR at: <https://www.npr.org/2012/08/10/158564874/voter-id-laws-necessity-or-burden>)
- Weiser, Wendy and Max Feldman. 2018. "The State of Voting in 2018" (Available via Brennan Center for Justice at: https://www.brennancenter.org/sites/default/files/publications/2018_06_StateOfVoting_v5%20%281%29.pdf)
- Astor, Maggie. 2019. "Voting Rights Were Already a Big 2020 Issue. Then Came the Gerrymandering Ruling" (Available via the New York Times at: <https://www.nytimes.com/2019/06/28/us/politics/supreme-court-gerrymandering-democrats.html>)

Immigration Policy

December 4

- Merolla, Jennifer, S. Karthick Ramakrishnan, and Chris Haynes. 2013. “‘Illegal,’ ‘Undocumented,’ or ‘Unauthorized’: Equivalency Frames, Issue Frames, and Public Opinion on Immigration” (Available on Moodle)
- Thompson-DeVeaux, Amelia. 2019. “Will the 2020 Democrats Reject Obama’s Immigration Legacy?” (Available via FiveThirtyEight at: <https://fivethirtyeight.com/features/will-the-2020-democrats-reject-obamas-immigration-legacy/>)
- Graff, E.J. 2018. “Here’s What Social Science Tells Us About That Migrant ‘Caravan’ – And the Trump Administration’s Response” (Available via the Washington Post at: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/23/heres-what-social-science-tells-us-about-that-migrant-caravan-and-the-trump-administrations-response/>)

Gun Policy

December 6

- Cooper, Marc. 2016. “Gun Control is a Misfire” (Available via The American Conservative at: <https://www.theamericanconservative.com/articles/gun-control-is-a-misfire/>)
- Lopez, German. 2019. “Democrats Have Been Discussing the Same Ideas on Guns for 25 Years. It’s Time to Change That” (Available via Vox at: <https://www.vox.com/policy-and-politics/2019/7/1/18683860/democrats-2020-gun-control-mass-shootings>)
- (Audio) RadioLab. 2018. “Radiolab Presents: More Perfect – The Gun Show” (Available via RadioLab at: <https://www.wnycstudios.org/story/radiolab-presents-more-perfect-gun-show>)

Social Policy and Religious Rights

December 9

- Green, Emma. 2015. “Gay Rights May Come at the Cost of Religions Freedom” (Available via The Atlantic at: <https://www.theatlantic.com/politics/archive/2015/07/legal-rights-lgbt-discrimination-religious-freedom-claims/399278/>)
- Cox, Daniel. 2019. “Fewer People Think LGBT People Face Discrimination” (Available via FiveThirtyEight at: <https://fivethirtyeight.com/features/fewer-americans-think-lgbt-people-face-discrimination/>)
- Guttmacher Institute. 2019. “An Overview of Abortion Laws” (Available via Guttmacher Institute at: <https://www.guttmacher.org/state-policy/explore/overview-abortion-laws>)
- North, Anna. 2019. “Abortion in America, Explained in 10 Facts” (Available via Vox at: <https://www.vox.com/2019/5/16/18628002/abortion-ohio-alabama-georgia-law-bill-details>)
- Rubin, Jennifer. 2019. “Trump Republicans Help Democrats Yet Again – This Time on Abortion” (Available via Washington Post at: <https://www.washingtonpost.com/opinions/2019/07/10/trump-republicans-help-democrats-yet-again-this-time-abortion/>)

Environmental Policy

December 11

- Koerth-Baker, Maggie. 2019. “Why Good Politics and Good Climate Science Don’t Mix” (Available via FiveThirtyEight at: <https://fivethirtyeight.com/features/good-climate-science-is-all-about-nuance-good-politics-is-not/>)
- Provost, Colin and Brian J. Gerber. 2018. “In the U.S., Black, Brown and Poor People Suffer the Most from Environmental Contamination” (Available via Washington Post at: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/09/18/in-the-u-s-black-brown-and-poor-people-suffer-the-most-from-environmental-contamination/>)
- Motta, Matt, Dan Chapman, Dominik Stecula, and Kathryn Haglin. 2019. “Do Most Americans Believe in Climate Change? The Answer is More Complicated Than You Might Think” (Available via Washington Post at: <https://www.washingtonpost.com/politics/2019/06/05/do-most-americans-believe-climate-change-answer-is-more-complicated-than-you-might-think/>)
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Wednesday, December 18 @ 9:00 a.m.

- **Final Exam**