

# PS11: Introduction to American Politics (also AMER48)

\*Last revised 8/3/22\*

## Main information:

Fall 2022

### *Professor:*

Debbie Schildkraut

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### *Teaching Assistants:*

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Lecture meets: D+ block (M/W 10:30am-11:45am): ASEAN Auditorium (Cabot Hall)

Recitations (discussion sections): (Mandatory)

RA: Wed., 4:30pm-5:20pm: Braker 223 with Kelly

RB: Wed., 6:00pm-6:50pm: Braker 118 with Kelly

RC: Thu., 4:30pm-5:20pm: Lane 100 with Soyoung

RD: Thu., 6:00-6:50pm: Lane 100A with Soyoung

RE: Fri., 10:30am-11:30am: Braker 225 with Kyle

RF: Fri., 12:00pm-12:50pm: Braker 118 with Kyle

Professor office hours: Wednesdays, 1:30-3:30pm (in person, though we can have a Zoom meeting if that works better). Book office hours at <https://calendly.com/deborahschildkraut>. Once you sign up for a meeting, you will get a confirmation email with a link you can use to change or cancel the appointment. Email me to set up appointments for other times.

TAs are available for meetings by appointment. Whether there will be regularly scheduled TA office hours is to be determined.

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## Course description:

This course introduces the American political system. We will develop a systematic way to think about political institutions, behaviors, and traditions in the United States. The course examines campaigns and elections, voting behavior, the media, interest groups, bureaucracy, congress, the presidency, the courts, and political parties. The interactions between citizens and governmental institutions are examined historically and through contemporary cases that examine electoral laws, federalism, civil rights and liberties, and more.

Four organizing themes unite the topics we cover:

1. Political institutions and processes can be viewed as outcomes of imperfect compromises to solve collective action problems;

2. Many political disagreements in the US are the product of a clash of values, most often freedom vs. order and freedom vs. equality;
3. US democracy uses majoritarian processes but also alternatives, such as pluralism or minority rule;
4. There is always a gap between our democratic aspirations and reality, a gap that both narrows and widens over time.

This 4-SHU course fulfills the Political Science Department's major requirement in American politics and a foundational course requirement. It also meets the Social Sciences distribution requirement for the School of Arts and Sciences.

### **Course format:**

Class meets three times per week. Monday and Wednesday sessions in the D+ block will be conducted in lecture format. The third session will be conducted in smaller discussion groups (also called recitations or sections). All class meetings are in person.

If you must miss a class, let your TA know, see the slides posted on Canvas, and seek notes from a classmate. Then see me or your TA if you want to go over the missed material. ***Do NOT come to class if you feel sick.***

You are expected to come to all sessions prepared to discuss issues raised in the readings. Read the assignments *before class* on the date they are listed. For days in which there is more than one reading, read the items in the order in which they appear on the syllabus.

I strongly encourage you to follow current events. I rely on current political issues and events for illustration, and I welcome your examples and observations in this regard.

There may be times when we conduct class on Zoom. If so, you will be able to access the Zoom link at the Zoom tab on Canvas. Meetings on Zoom will operate with norms prevalent in physical classrooms. I recommend taking notes by hand if you can so you can use your screen solely for engaging with me and your classmates and to help you resist the temptation to use your computer for other things during class time. My preference will be for you to turn on your video and mute your audio, though I understand if you need to turn off your video for all or part of class. When you want to participate, raise your hand virtually or use the chat function. Sessions on Zoom might be recorded and posted on Canvas. Please remember that Tufts policy prohibits sharing course materials outside of our class.

### **A note on course content:**

The content and discussions in this course may address topics that can be emotionally and psychologically challenging, including racism, sexism, partisan conflict, and identity. Although we address these topics intellectually and academically, I recognize that they may affect you deeply and personally. I encourage everyone to be cognizant of that reality during our class discussions and when you contribute to online discussion threads; what may seem like an abstract concept or distant political topic to you may be very personal to some of your classmates. While it is my hope that you can engage with all course material, it is acceptable for you to excuse yourself from discussions at any time if you feel you need to.

## Required readings:

There is one required book for the course. You can get it at the college bookstore or from online vendors. In the list of readings, “**COD**” refers to this book:

Janda, K., J. Berry, J. Goldman, D. Schildkraut, and P. Manna. *The Challenge of Democracy: American Government in Global Politics*, 15<sup>th</sup> edition.

You can purchase and/or rent this book in several formats, including as an e-book. We will only be using the text; you do not need to have access to MindTap or any other products associated with the book. Earlier editions of this book exist, but the page numbers, examples used, and research cited throughout the book will be different, so I strongly encourage you to use the 15th edition.

To avoid the perception of a conflict of interest, I will be donating to Tufts University to offset any royalties that accrue from assigning a book that I co-authored.

Please contact me if you have trouble acquiring this book for any reason. I can work with you to figure something out.

There are additional required readings for this course posted on Canvas. They appear under the module when they are assigned.

**SKIM:** Occasionally, you are asked to **skim** a reading. “**Skim**” means you should be able to discuss the main idea of the reading, but you will not be held responsible for specific details.

**PRIORITIZE:** There may be times where it feels like there is too much reading. To make it more manageable, prioritize the readings that seem most interesting to you or that seem the most difficult and you think you may need help making sense of it. For the other readings, be sure you know the main topics, findings, and arguments so you know that you can go to them when you want information on the topics they contain. At no point in the semester will I require you to memorize and repeat back specific details from the reading nor will I quiz you on random details; you will have all readings at your disposal for all assignments. Knowing what’s in them will help you use your time more efficiently on exams and when working on projects.

## Course website on CANVAS:

If you are already registered for PS11, you should have access to the course website on CANVAS. There, you will find the syllabus, weekly modules, readings, and other resources you may find useful as you work on assignments. I will use CANVAS to send emails to the class regarding announcements and possible syllabus changes or updates, and you will be required to use CANVAS to complete assignments. CANVAS automatically uses your “tufts.edu” email address; if this is not your preferred email address, make sure that emails sent to you through CANVAS are forwarded to the appropriate location. It is your responsibility to make sure that you receive **and read** class emails.

**\*We need to manually tell CANVAS which recitation you are in, so if you change recitations, notify me and/or a TA so we can get you in the right CANVAS group ASAP.**

If you have trouble with CANVAS, you can see me or you can send a request for help to [canvas@tufts.edu](mailto:canvas@tufts.edu). Technology help for students is available at: <https://it.tufts.edu/technology-students>.

Note: if you click on a link for a reading and it doesn't open, try clicking on where it says to open the file in a new window (near the top of the page).

### **Important Dates:**

Tu, 9/20	Last day to ADD a class
M, 10/10	NO CLASS; Indigenous People's Day
Tu, 10/11	Last day to DROP a class w/o enrollment record (except for 1 <sup>st</sup> year students) Last day to register to vote for MA elections: <a href="https://www.sec.state.ma.us/ovr/">https://www.sec.state.ma.us/ovr/</a>
W, 10/19	Exam 1 due
M, 10/31	Political Activity Essay due
Tu, 11/1	Deadline for requesting a mail-in ballot in MA. Applications are available here: <a href="https://www.sec.state.ma.us/ele/eleabsentee/absidx.htm">https://www.sec.state.ma.us/ele/eleabsentee/absidx.htm</a>
Tu, 11/8	ELECTION DAY! (also Friday schedule: <b>recitations E and F meet</b> )
Fr, 11/11	NO CLASS: Veterans Day
Tu, 11/15	Last day for first year students to DROP a class w/o enrollment record; last day to withdraw for everyone else. Last day to select Pass/Fall option (P/F courses cannot count toward distribution, foundation, or major requirements)
M, 11/21	Project prospectus due
W, 11/23-F, 11/25	NO CLASS: Thanksgiving break
W, 12/7	Exam 2 due
Fr, 12/16	Final project due by 12pm

### **Assignments and grading:**

Political Activity Essay:	15%
Final project:	25%
Exam 1:	20%
Exam 2:	20%
Recitation in-person participation:	10%
Asynchronous participation:	10%

All assignments except for the asynchronous participation are graded out of 100 points. I take off 5 points for every day that an assignment is late without an approved extension. The asynchronous

discussion grade is a proportion of the completed assignments. I convert numbers to letters in the following manner:

97 – 100 = A+; 94 – 96 = A; 90 – 93 = A-; 87 – 89 = B+; 84 – 86 = B; 80 – 83 = B-; 77 – 79 = C+; 74 – 76 = C; 70 – 73 = C-; 65 – 70 = D; Below 65 = F

### **Political Activity Essay (15% of course grade)**

(Note: be sure to see the assignment prompt that will be posted on Canvas for a fuller description of our expectations for this assignment)

For this essay, you are to attend a “political activity” of your choice outside of campus activities and write about it. “Political activity” is defined broadly: it can be a campaign event, candidate debate, city or town meeting, information session, interest group meeting, rally, or protest. It can be sponsored or organized by a government agency or elected official, candidate for office, or interest group/social movement/political organization. The event must be open to the public and related to influencing politics or political outcomes in some way (the event should not merely be a social event or party). The event can be in-person or online (such as a Zoom city council meeting). If it is a Zoom event, it is ok for you to observe a recording instead of attending it “live.” It is also ok for the Zoom event to take place outside of our local area though it should be in the United States and relate to American politics.

The paper should be 4-5 pages long or about 1,000 to 1,600 words (double spaced; Times New Roman, 12pt font, 1 inch margins, with page numbers). The first half of your paper should provide a summary of the political activity you observed. For the second half of your paper, you should describe how you think the event illustrates one of the four organizing themes of our course.

The paper is due at **10:30am on Monday, Oct. 31**. Your assignment should be submitted to CANVAS in the module for week 9. Your submission should include:

- (1) the paper
- (2) evidence of your event observation

### **Research Project (25% of course grade)**

(Note: be sure to see the assignment prompt that will be posted on Canvas for a fuller description of our expectations for this assignment)

You have a choice of format for this final project: a written 8-10 page paper (about 2,300 to 3,000 words) or a 10-15 minute recorded presentation and slideshow. Regardless of which format you choose, the underlying nature of the assignment is the same. Your project should address **one** of the three questions that will be provided to you later in the semester. You should develop an argument and draw upon scholarly research to help you make your case. You are expected to use material from class (lectures, discussions, and readings) *and* from outside of class to develop your argument. The goal of the assignment is to have you examine some contemporary aspect of the American political system and connect that issue to larger themes in American politics.

A 2-page prospectus (minimum) is due at the beginning of class on **Nov. 21** (ungraded). Upload the prospectus to the Final Project module. The prospectus should: explain the topic of your paper and

describe the main arguments of the research materials and sources you have gathered to date. It should also indicate if you know whether you will be writing a paper or recording a presentation. The project is due by **12pm on Dec. 16**.

### **Asynchronous participation: (10% of course grade)**

Most weeks, you will be asked to engage in asynchronous online reflection. Normally, this engagement will be in the form of a discussion question to be posted **before** your recitation meets. These posts can be questions you would like addressed, critiques of the readings, connections to current events, or ideas for further research. They can also be questions that came to you during lecture, critiques of scholarship discussed in lecture, or responses to comments from classmates. The goal of these posts is to prepare you for the recitation and encourage you to think critically about course material. For weeks that have a recitation discussion question, **your question should be posted 3 hours before your recitation meets**. If the question is not posted by the time of your recitation, it will be marked as missing. The earlier you post them, the greater the likelihood that your TA will be able to incorporate your observation into the discussion. I also encourage you to read the posts from your classmates before class to deepen your engagement with the material. Other weekly engagements may ask you to post questions for a guest speaker or complete course surveys. For weeks that have an asynchronous participation component, you will find the link in the module for that week. Your grade is the percentage of asynchronous assignments that you have completed on time.

### **Recitation participation: (10% of course grade)**

Your participation in your recitation will be evaluated on your attendance and the quality of your preparation and involvement in discussion. We hope to see evidence of intellectual curiosity, hard work, and the ability to critique ideas thoughtfully. Only people who are enrolled in the course and doing the assigned work can engage in our discussions; *I expect you to respect our collective endeavor and refrain from posting commentary about things people say in class on social media.*

### **Take home exams: (40% of course grade)**

There are two take home, open book exams.

### **Tufts policy on sharing course info:**

It is against Tufts policy for anyone to share any content made available in this course including course syllabi, reading materials, problems sets, videos, handouts, and exams with anyone outside of the course without the express permission of the instructor. This especially includes any posting or sharing of videos or other recordings on publicly accessible websites or forums. Any such sharing or posting could violate copyright law or law that protects the privacy of student educational records.

### **Extensions on assignments:**

While it is best to avoid extensions and having material pile up, please know that you can ask me or your TA for extensions on assignments. If you do ask, please ask as far in advance as possible and suggest an alternate due date. Indicate how much additional time you think you will need, and we'll go from there.

## Office hours:

Office hours are a chance for you to talk with me about your coursework, the PS major, your thoughts on life after Tufts, or pretty much anything else. Office hours are by appointment at <https://calendly.com/deborahschildkraut>. Office hours are my preferred way to meet with you, but if the available times conflict with your schedule, send an email and we will find another time. Even if you don't have particular questions or concerns, it's a good idea to meet with your professors during office hours to help them get to know you.

## Academic integrity:

Assignments you submit for this course will be reported to the Office of the Dean of Student Affairs if any evidence of academic dishonesty is detected. When in doubt, cite! Tufts Academic Integrity Resources can be found here: <https://students.tufts.edu/community-standards/support-resources/academic-integrity-resources>.

## Academic Support and Accessibility Services at the StAAR Center:

The StAAR Center offers a variety of resources to all students, and services are free to all enrolled students. You can make an appointment to work on any writing-related project or assignment, attend subject tutoring, or meet with an academic coach to hone fundamental academic skills like time management or overcoming procrastination. You can make an appointment by visiting [go.tufts.edu/TutorFinder](http://go.tufts.edu/TutorFinder), or by visiting <https://students.tufts.edu/staar-center>. You also take a self-assessment [quiz](#) to identify your work and study habits and connect with relevant resources. The StAAR Center is also where you should go to register for academic accommodations.

## Register to vote:

If you are eligible and aren't registered to vote, you can register here: <https://tufts.turbovote.org/register>.

## Topics and Readings:

### Week 1:

W, 9/7: [Introduction](#)

\*\*\*complete PS11 Fall 2022 Student Information Survey on CANVAS for me and TAs to get to know you.

\*\*\*complete a separate anonymous PS11 Survey on CANVAS.

### RECITATION:

Reading:

- PS11 syllabus (all of it)
- Writing Discussion Questions
- Guide for Class Discussion

## Week 2:

M, 9/12: The American Political System: Early Decisions

Reading:

- COD: Ch. 1: pp. 2-18; Ch. 2: 35-39; Ch. 3: **SKIM** pp. 51-59, READ pp. 62-80.

W, 9/14: Constitutional Foundations

Reading:

- **SKIM**: COD: Declaration of Independence (pp. A-1 to A-3 at end of book)
- **SKIM**: COD: Constitution of the United States (pp. A-3 to A-16 at end of book)
- The Federalist, #10
- The Federalist, #51
- **OPTIONAL**: Articles of Confederation

RECITATION:

- Post discussion question

## Week 3:

M, 9/19: The Constitution in Crisis?

Reading:

- Mettler, Suzanne, and Robert C. Lieberman. 2020. *Four Threats: The Recurring Crises of American Democracy*, Ch. 1.
- Levitsky, Steven, and Daniel Ziblatt. 2018. *How Democracies Die*, Ch. 5, pp. 97-111.
- Wasow, Omar. 2021. "‘This is not who we are’: Actually, the Capitol riot was quintessentially American," *Washington Post*, 1/7/21.
- Douglass, Frederick. 1852. "What to the Slave is the Fourth of July?"

W, 9/21: Federalism

Reading:

- COD: Ch. 4: pp. 84-91, 98-100, 109-111.
- Musgrave, Paul. 2021. "Political Scientists Turned A Blind Eye To America’s Democratic Failures," *Foreign Policy*.
- Levitsky, Steven, and Daniel Ziblatt. 2020. "End Minority Rule," *New York Times*.
- Roberts, Chris. 2021. "Happy 4/20: House Passes Marijuana Banking Reform, But Cannabis Is Still Cash Only – For Now," *Forbes.com*.
- Seitz-Wald, Alex. 2021. "Why President Biden Can’t Make States Vaccinate Teachers – Or Anyone Else," *nbcnews.com*.
- **OPTIONAL**: Barnes, Robert. 2022. "Supreme Court Blocks Biden’s Workplace Vaccine Rules, Allows Requirement for Healthcare Workers," *Washington Post*.
- **OPTIONAL**: Law, Anna O. 2022. "The Myth of ‘Open Borders.’" *Washington Post*.

RECITATION:

- Post discussion question



#### **Week 4:**

M, 9/26: Congress

Reading:

- Re-read Article 1 of Constitution, COD A-3 to A-6
- COD: Ch. 11: pp. 292-319 (skim pp. 304-310)

W, 9/28: Congress

Reading:

- Jacobson, Louis. 2020. "The history of the filibuster as 'Jim Crow relic,'" *Politifact.com*
- **SKIM:** Congressional Research Service: "Membership of the 117<sup>th</sup> Congress: A Profile," 5/21/2021.
- Conroy, Meredith, et al. 2021. "Women of Color Were Shut Out of Congress for Decades. How They're Transforming It," *Fivethirtyeight.com*.
- Kliff, Sarah. 2017. "The Research is Clear: Electing More Women Changes How Government Works," *Vox.com*.
- Stout, Christopher, Katherine Tate, and Meghan Wilson. 2021. "Does Black Representation Matter? A Review of Descriptive Representation for African Americans in Legislative Offices," *National Review of Black Politics*, pp. 2-21.

RECITATION:

- Post discussion question

#### **Week 5:**

M, 10/3: Bureaucracy

Reading:

- COD: Ch. 13: pp. 354-360, 373-381
- Covert, Bryce. 2022. "This is the difference between a family surviving and a family sinking." *New York Times*.
- Scutti, Susan. 2018. "Foodborne illness may be on the rise. Here's why." *CNN.com*.
- Harris, John. 2022. "Eat your spinach – if you dare." *Politico.com*.
- **OPTIONAL:** Bottemiller Evich, Helena. 2022. "4 takeaways from our investigation into the FDA's byzantine food arm." *Politico.com*.

W, 10/5: Presidency

Reading:

- Re-read Article 2 of Constitution, COD A-6 to A-8
- COD: Ch. 12: pp. 324-329, 335-339.
- The Federalist, #69.
- Thrower, Sharece. 2021. "What is an executive order, and why don't presidents use them all the time?" *The Conversation*.
- Thomson-DeVeaux, Amelia. 2019. "Could executive privilege protect Trump in the impeachment inquiry?" *Fivethirtyeight.com*.

RECITATION:

- Post discussion question

**Week 6:**

M, 10/11: NO CLASS, Indigenous People's Day

W, 10/12: Catch up day

**\*\*Exam 1 posted\*\***

RECITATION:

- Recitation meets, but no discussion post this week.

**Week 7:**

M, 10/17: Political Parties

Reading:

- COD: pp. 204-209, 213-224.
- Saletan, William. 2016. "The Primaries Aren't Democratic? They Aren't Supposed to Be Democratic," *Slate.com*.
- Azari, Julia. 2016. "Weak Parties and Strong Partisanship Are a Bad Combination," *Vox.com*.
- Mettler, Suzanne, and Robert C. Lieberman. 2020. *Four Threats: The Recurring Crises of American Democracy*, pp. 210-222 (in Ch8).

W, 10/19: A visit from the Career Center

- No reading. Before class, try to take a look at the two Career Center links at the bottom of the "Useful Links" module on our CANVAS page.

**\*\*Exam 1 due\*\***

NO RECITATION THIS WEEK!

No discussion questions this week

**Week 8:**

M, 10/24: Public Opinion

Reading:

- COD: Ch. 5: pp. 114-135, 138-141.

W, 10/26: Public Opinion

Reading:

- Leonhardt, David. 2021. "A Black Eye': Why Political Polling Missed the Mark. Again." *New York Times*.
- Jefferson, Hakeem, and Alan Yan. 2020. "How the Two-Party System Obscures the Complexity of Black Americans' Politics," *Fivethirtyeight.com*.
- Edwards-Levy, Ariel. 2022. "How partisanship is making polling Americans more complicated," *CNN.com*.

RECITATION:

- Post discussion question

### **Week 9:**

M, 10/31: **Political activity essay due**. Discussion of final project and finding sources.

W, 11/2: Electoral Participation

Reading:

- COD: Ch. 7: pp. 191-199.
- Rosenstone, Steven and John Mark Hansen, *Mobilization, Participation, and Democracy in America*, Ch. 2: "The Political Logic of Political Participation."

RECITATION:

- Post discussion question

### **Week 10:**

M, 11/7: Electoral Participation

Reading:

- **SKIM:** Ghitza, Yair and Jonathan Robinson. 2021. "What Happened in 2020," report by Catalist, a company that collects and analyzes election data.
- Hill, Charlotte, and Jacob Grumbach. 2019. "An Excitingly Simple Solution to Youth Turnout, for the Primaries and Beyond," *New York Times*.
- Rakich, Nathaniel. 2019. "What Happened When 2.2 Million People Were Automatically Registered to Vote?" *FiveThirtyEight.com*.
- Drutman, Lee. 2020. "There Is No Evidence That Voting By Mail Gives One Party An Advantage," *FiveThirtyEight.com*.
- Narea, Nicole. 2020. "Most Latinos Voted for Biden – But 2020 Revealed Fault Lines for Democrats," *Vox.com*.
- Explore AAPI DATA: <https://aapidata.com/>. Skim the slide deck on 2020 election (including policy preferences) here: <https://aapidata.com/wp-content/uploads/2020/09/Slides-AAVS-2020-sep15.pdf>.

W, 11/10: Post-election discussion

Reading:

- Skelley, Geoffrey, and Nathaniel Rakich. 2022. "Why the President's party almost always has a bad midterm." *Fivethirtyeight.com*.
- **Post a reaction or question about results from Election Day, or bring to our attention some local or state level election result that you think the class should know about; due by 9am.**

RECITATION: Note, **Recitations E, & F meets on TUESDAY, 11/8 because of Veterans Day on 11/11)**

- No additional discussion question needs to be posted this week.

### **Week 11:**

M, 11/14: Primaries

Reading:

- Greenblatt, Alan. 2020. "Presidential Primaries," *CQ Researcher*.
- **Skim:** Schneider, Elena. 2022. "Anything can happen: Dems make their pitches for the first primary of 2024." *Politico.com*.

W, 11/16: Federal Judiciary

Reading:

- Re-read Article 3 of Constitution: COD p. A-8.
- COD: Ch14: pp. 386-387, 393-400, 407-411.
- Ringhand, Lori, and Paul Collins. 2017. "Why Not Limit Neil Gorsuch – And All Supreme Court Justices – To 18-year Terms?" *Washington Post*.
- **Skim:** Marietta, Morgan. 2022. "A revolutionary ruling – and not just for abortion." *The Conversation*.

RECITATION:

- Post discussion question

### **Week 12:**

M, 11/21: Civil Liberties

Reading:

- COD: Ch. 15: pp. 414-444
- Barnes, Robert. 2021. "A Cheerleader's Snapchat Rant Leads to 'Momentous' Supreme Court Case on Student Speech," *Washington Post*.
- Liptak, Adam. 2021. "Supreme Court Rules for Cheerleader Punished for Vulgar Snapchat Message," *New York Times*.
- **OPTIONAL:** Feldman, Noah. 2022. "The Supreme Court Has Just Eroded First Amendment Law," *Washington Post*.
  - This article summarizes a 2022 court ruling about public funding for religious schools.
- **OPTIONAL:** Feldman, Noah. 2022. "Supreme Court Is Eroding the Wall Between Church and State," *Washington Post*.
  - This article summarizes a 2022 court ruling about coach-led prayer at a public school.

**\*\*Project prospectus due\*\***

W, 11/23-F, 11/25: NO CLASS, Thanksgiving

### **Week 13:**

M, 11/28: Civil Rights

Reading:

- COD: Ch. 16: pp. 448-479
- Schmidt, Samantha, et al. 2021. "Biden calls for LGBTQ protections in Day 1 executive order, angering conservatives," *Washington Post*.
- **Skim:** Brennan Center for Justice Voting Laws Roundup

W, 11/30: Media

Reading:

- COD: Ch. 6: pp. 144, 152-170.
- Hopkins, Daniel. 2018. "All Politics Is National Because All Media Is National," *FiveThirtyEight.com*.
- Darr, Joshua. 2021. "Local News Coverage Is Declining – And That Could Be Bad for American Politics," *FiveThirtyEight.com*.

**\*\*Exam 2 posted\*\***

RECITATION:

- Post discussion question

### **Week 14:**

M, 12/5: Interest Groups

Reading:

- COD: Ch10: pp. 265-272, 284-289.
- Han, Hahrie. 2017. "Want Gun Control? Learn from the NRA." *New York Times*.
- Gillion, Daniel. 2020. "The Myth of the Silent Majority," *The Atlantic*.

W, 12/7: Make up day

**\*\*exam 2 due\*\***

RECITATION: (last recitation)

- Post recitation discussion question

### **Week 15:**

M, 12/12: Reflections on the American Political System

Reading:

- Mettler, Suzanne, and Robert C. Lieberman. 2020. *Four Threats: The Recurring Crises of American Democracy*, pp. 250-258 (in Ch. 9).

- Slater, Dan. 2018. *After Democracy: “What Happens When Freedom Erodes?” Foreign Affairs.*
- Pepinsky, Thomas. 2017. “Life in Authoritarian States Is Mostly Boring and Tolerable,” *Vox.com.*
- North, Anna. 2020. “6 Black Women Organizers on What Happened in Georgia – And What Comes Next,” *Vox.com.*

**Friday, 12/16:** Final project due by 12pm. Upload to Final Project module on Canvas.