Teaching Portfolio

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## Table of Contents

**Welcome** ........................................................................................................................................... 3

**Statement of Teaching Philosophy** ........................................................................................................ 4

**Summary of Teaching Experience** ......................................................................................................... 6

- Introduction to American Politics ........................................................................................................... 6
- American Political Ideologies .................................................................................................................. 7
- Modern Political Thought ......................................................................................................................... 8
- Revolutions and Political Development ................................................................................................... 9
- U.S. Congress ........................................................................................................................................... 10
- Elections 2016 ......................................................................................................................................... 11
- The American Presidency ......................................................................................................................... 12
- Religion, Politics, and Public Policy .......................................................................................................... 13
- Introduction to Law ................................................................................................................................. 14

**Student Evaluations** ............................................................................................................................ 15

**Faculty Observations** ............................................................................................................................. 28

**Sample Course Syllabi** .......................................................................................................................... 30

- POS 100 Introduction to American Politics .............................................................................................. 31
- POS 221L American Political Ideologies .................................................................................................. 47
- Y319 The United States Congress .......................................................................................................... 61
Welcome!

Teaching is an integral part of my identity as a scholar. While there are many explanations, descriptions, examples, and testimonies of my teaching presented in the coming pages, I hope that four basic ideas are conveyed throughout.

First, I am enthusiastic about teaching and I view it as a privilege.

Second, I am invested in the success of my students, and I devote significant time and energy to them.

Third, I am committed to communicating information clearly and memorably by developing effective teaching methods and assignments.

Fourth, I am devoted to reaching each student by creating an atmosphere where people with diverse identities are comfortable interacting and learning to understand different perspectives.
Statement of Teaching Philosophy

I strive to equip my students to be well-rounded political scientists and engaged citizens. To facilitate both goals I design my classes to include multiple means of analysis, both scholarly methods (e.g. institutional, statistical, legal, moral) and from practical politics (e.g. ideologies, parties, religions) so that students are equipped to understand political phenomena from diverse perspectives. A central part of my teaching is an effort to get students to think outside the perspectives and ways of thinking everyone inherits from the groups in which they are embedded. This focus emphasizes an advantage I have as a Political Philosopher who also studies American Politics in that I am able to guide students away from two knowledge-limiting attitudes. First, students learn not to have a dismissive attitude about ways of thinking different from those with which they are familiar and to respect the analytical power of various scholarly methods. Second, students avoid being bound by a single academic methodology (e.g. being merely legal, or moral, or statistical in their analysis) or political perspective (e.g. a political ideology or partisan loyalty) and thus become aware of different lenses through which reality can be viewed. I believe that this focus allows students to grapple productively with the reality that there is no purely objective human means of knowing social phenomena.

The first and most basic step I use to help my students understand a viewpoint, method, or phenomenon is to get a clear articulation of facts, definitions of concepts, and core arguments. In my classes I always work from a carefully constructed outline to explore a reading or topic. For example, in a class on ideologies my students read Locke’s “Letter Concerning Toleration” during our unit on Liberalism. In one class period we focused on several crucial passages and distilled Locke’s argument down to 4 steps. Then, in the next class period, we explored some of the implications Locke draws from his arguments and noted some possible critiques of these ideas. I’m always diligent in getting the key definitions of crucial words, such as toleration or coercion or freedom, spelled out with detailed explanations and I take care to organize class time in a logical and coherent way. Many of my students have expressed appreciation for this care in presentation. For example, one student’s evaluation read: “Makes hard concepts easy to understand and takes each step of the logic to get there.” While care and logic may seem dry, I exert a great deal of effort to make the material engaging. My students frequently note my enthusiasm in evaluations and students have sent unsolicited comments to me such as, “It is so refreshing to have a professor who cares and truly wants to teach us!”

While careful presentation is the foundation of my teaching, I use discussion and debate among students about political phenomena to encourage students to apply course ideas and begin their own analysis of material. My multi-perspective class structure allows these discussions to be quite productive since throughout the class I am encouraging students to consider arguments and events from multiple perspectives. In this way I prevent class discussions from degenerating into statements of mere opinion and focus on course methods and ways of thinking. For example, the students in my Presidency courses start nearly every class with a discussion of current events that I e-mail to the students the day before class. Students are able to use what they read and learned to analyze current politics. As the students talk, they are teaching one another various perspectives (both methods from the class and their practical viewpoints) and the insights these reveal. Students also enjoy my frequent use of illustrative videos. For example, in my class on
ideologies the students and I watched “The Big Short” to initiate an in-depth discussion of how various ideologies relate and could respond to the 2008 crisis. These frequent discussions let the students participate in the reality of finding insights through the use of different perspectives.

Research and discussion papers are a central method of evaluation in my classes. Papers are crucial in that I ask students to be conscious of the viewpoints and methods they use in formulating their thesis and to defend their thesis from well-articulated counterarguments from other views. The extended use and consideration of different perspectives that these exercises require reveal whether students have a comprehensive grasp of the material. To help students with this difficult task, I either require or strongly encourage students to send me drafts of their papers or outlines and annotated bibliographies. While students seem to dislike these requirements, the improvement in their papers is often substantial and many students do appreciate the outcome of this process. For example, in an evaluation one student wrote, “The feedback and regular consultation of the research paper was amazing.” I also use quizzes and exams to test my students’ overall engagement with the research paper. Often, my exams test students on their ability to think from various perspectives such as offering an argument and counterargument in an essay. I take great care in these assessment methods and my students frequently note that they feel my exams and grading are fair in evaluations.

My teaching has been sculpted by my interactions with students, by comments and evaluations, and by studying teaching methods. The most important instruction I have received on teaching has come from Professor Marjorie Hershey. In her courses and support groups on pedagogy I learned various techniques for constructing lectures, crafting exams, leading discussions, and dealing with various other aspects of university teaching. I also have had the opportunity to observe excellent teachers while serving as a TA and I have appropriated techniques I believe are effective. For example, in Judy Failer’s class I observed some techniques for developing classroom discussion, such as her aggressive use of devils advocate statements until students responded, and now use them to stimulate discussion in my own classes. As a result of my efforts at Indiana University, my department awarded me their Associate Instructor of the Year award in 2012 and nominated me for a university wide award for teaching. These awards highlight my accomplishments and ongoing drive for excellence.

Over the last year I have been exploring and using additional active learning techniques and assignments. In my Introduction to American Politics courses I have added several mini-simulations that illustrate the impact of different voting rules, the principle-agent relationship, influences on voting, and other course concepts. I have also created active assignments such as poster debates. This assignment requires students to create a poster (a usefully tactile exercise) that advocates for a position and then “debate” as classmates go to different poster stations in the classroom. My most ambitious plan is to structure an extensive Supreme Court simulation for the American Constitutional Law course I am slated to teach in the Spring semester. This simulation will place students on their own panels of justices and require them to participate in oral arguments, discuss and debate the case with their fellow justices, and then write an opinion using the legal precedents and reasoning learned in the course. My drive to teach students to understand different ways of thinking and methods of analysis is undergirded by my own curiosity and desire to understand others. This is my motivation to continue to innovate and find the most effective ways to get students genuinely thinking.
Summary of Teaching Experience

Introduction to American Politics
POS 100 at Bethel University, POLS 101 at Ivy Tech, PO 131 at Butler University

Course Description (from POS 100 at Bethel University):
Often politics can appear baffling. You might have wondered why a politician or groups of people, or voters behave as they do (e.g. suddenly switching positions on a key issue, saying things that are clearly false, engaging in uncivil behavior, etc.). Likewise, the institutional structures of U.S. government are quite complicated and confusing (e.g. the structure and process of Congress). Additionally, the news media often talks about “public opinion” but rarely in a way that enlightens us as to how people form and change opinions or how this collective opinion is measured and properly interpreted. The media itself, and other groups outside the formal “institutional” government such as interest groups and political parties, presents us with additional players and forces in the political process that add to the complexity. Given all of these questions and complex aspects of American politics, being baffled and confused is reasonable! However, this course aims to make American politics clear and understandable. In this course we will be moving beyond mere “civics” by examining politics using several principles, or methods, of analysis. These principles will help you move beyond mere opinion and to begin thinking more deeply and precisely about politics. Most importantly, this course is aimed at helping you cut through the fog of distortions and confusion that often surrounds politics and political talk to get at the truth. And, in light of this goal, we will be examining the root goals of politics from a Christian perspective.

Course Development:
This course represents the highest level of assignment and classroom innovation during my teaching career. Over the course of teaching it five times, it has gone from being a mostly lecture course to a course filled with mini-simulations, poster debates, discussions, and films. While the rigor of teaching students to use analytical methods has not changed, the active means of teaching them has increased dramatically.

Quantitative Summary:

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<tr>
<th>Institution</th>
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<th>Enrollment</th>
<th>Professor Outstanding</th>
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Student Evaluation Comments:
“My favorite teacher… I feel far more equipped when it comes to politics in general.”
“I thought you did a great job with engaging with us and trying to get us to discuss.”
“He made a boring subject (what I thought pre-class) to a very informative subject (what I now think).”
“The environment facilitated discussion and the energy put into teaching kept me engaged.”
“Held us accountable, which was refreshing. Showed an interest in our success, and loved what he was talking about.”
American Political Ideologies  
POS 221L at Bethel University and Y200 at Indiana University

Course Description (From POS 221L at Bethel University):
It is quite common when listening to political news, commentary, or speeches to hear the words “Liberal”, “Conservative”, “Libertarian” and “Socialist” but what does it mean to be or call something or someone by one of these names? Further, what about descriptors such as “Green” or “Feminist” or “Fascist”? What are the basic ideas and theories that inform these ways of thinking? Where are they in conflict and where do they find agreement? How is modern politics and discourse shaped by the ideas they represent? This course will take up these questions by examining several figures who are generally regarded as central in defining these ideologies. By examining the thought and arguments that inform our modern political ideologies this course aims to equip students to better understand the deeper points of argument within modern American politics, to be able to engage in critical thought on each view, and to be better able to engage in political debate. The course will consist of examining several key thinkers from each school of thought. Some will be among the foundational writers and others more contemporary incarnations of the ideology. Additionally, the course will take up analysis of current political debates and thought and how it relates to these ideologies. In addition to regular readings and class participation, each student will be required to write a 12-15 page paper in three stages, 6 one page briefs, and take two exams.

Course Development:
This course explored the roots of current American politics and conflict by studying modern and contemporary political philosophy. I assigned substantial readings from canonical authors and then used these readings to elucidate the thinking behind contemporary politics. The class was designed to present various ways of thinking in the strongest light and then put them into dialogue with one another. At Bethel I reorganized the ideologies course a bit to cover a wider range of ideologies including feminism, racial liberation, and environmentalism. The final paper was expanded into a 15-page assignment that students wrote in three stages during the semester. The goal of this assignment structure was to allow me to guide and coach the students through writing a substantial piece that engaged complex ideas and authors.

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<td>23</td>
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Student Evaluation Comments:
“Dr. Krumm offered an enthusiasm that really kept the class going. His knowledge was incredibly vast and his asides really helped enrich my learning experience. The fact that he could successfully cram all that material effectively into 50 minutes and in a way that we all understood was amazing. The ideology paper that spanned the entire course really taught me how to fine tune a paper and produce real quality literary work on something as difficult as this subject matter. I really enjoyed this class and the only change I would make would be that it occupied a slightly larger time slot.”

“The course was structured in such an amazing way in which there was good discussion concerning the subject matter.”
Modern Political Thought
POS 345 at Bethel University

Course Description
The past century of political thought has been grappling with the loss of an accepted moral order, what Nietzsche described as the death of God. If there is no objective source of right and wrong, how can we make political decisions and on what basis can core political values such as liberty, justice, equality, and democracy be defined or defended? Even for those who continue to believe in God, the last century has ushered in a “secular age” where religious claims must compete with other claims about morality, human nature, and the good life. This class will introduce you to some of the essential political theories developed in the moral fog of modernity (and post-modernity). By examining these thinkers you will gain an understanding of various perspectives on the meaning of the most basic issues in contemporary political philosophy, learn to assess their implications, and learn strategies to evaluate their merits. Further, you will have the opportunity to develop your own political thought and faith given the unique challenges of modernity.

Course Development:
This course pressed the limits of what I believe can be expected of undergraduate students. They read complete works and extensive passages from a range of contemporary political philosophers and wrote over 20 pages (besides briefs and exams). The discussions in this class were often quite advanced, and the students reported that they enjoyed being pushed to their limits intellectually.

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<td>Spring 2017</td>
<td>16</td>
<td>85% Agree</td>
<td>93% Agree</td>
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Student Evaluation Comments:
“Doctor Krumm is a great political science instructor. He is very approachable and more than willing to help beyond class hours--which was important for an upper level, very abstract class such as this. The content proved to be challenging, but Doctor Krumm explained the concepts thoroughly. I made a lot of great strides in this class and put in a lot of work and effort. I achieved a lot higher scores than I anticipated because of this.”

“Prof. Krumm was fantastic. I have HATED political philosophy since I started here at Bethel, but he was the first professor to actually make it easy to understand and applicable. The fact that he laid out the arguments so clearly and precisely helped out to an extreme amount and then allowed students to debate and work with the material. Needless to say, he knew his stuff and knew how to teach it. Very grateful.”

“This has been the most intellectually stimulating and academically fruitful poli-sci course that I've taken at Bethel, and I'm very glad that I took it.”

“He is a professor that really challenges his students to think about different perspectives on a given view. He is very thorough with his lectures. I always left feeling like I knew the material.”
Revolutions and Political Development
POS 241L and HIS 241L at Bethel University

Course Description:
What is a revolution? Which moments and events “count” as revolutions? What are the causes of revolution? What makes a revolution successful or a failure (and how do we define their success and failure)? When is revolution justified and what are the proper criteria of moral evaluation for revolution? These questions will frame this course and guide our discussions over the next three weeks. To answer these questions this course will guide students in three ways. First, students will be introduced to the history of revolutions and some of the key authors who have written about revolution. Through them students will be presented with various definitions, justifications, and critiques of revolution. Second, students will examine the various events, ideologies, historical forces, and social structures that comprise revolutions. After examining the primary cases of revolution in history, students will evaluate recent and current manifestations of revolution. Students will also be able to use this knowledge to evaluate when a revolution has or is occurring. Third, students will reflect on the moral dimension of revolution. In particular, students will be expected to consider the role of Christianity in defining and starting the modern revolutionary activity of the last few centuries. Further, students will also be expected to consider when a revolution should occur, and what it means to have a revolution that is in keeping with the principles and values taught by Jesus. Students will be expected to complete readings, attend class, write a 5-6 page paper, take 5 quizzes, complete a comprehensive final exam, and participate in a group presentation on a recent revolution.

Course Development:
I taught this course during the three week Interim period before Spring semester in 2017. The class met every day (besides weekends and holidays) for three hours. In teaching this class I learned to develop a varied lesson plan for each day. Each day included multiple elements of lecture, discussion, small group work, films, and other activities. This kept the students engaged and learning throughout the class periods so that we could cover the extensive material I assigned.

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<td>Bethel University</td>
<td>Interim 2017</td>
<td>20</td>
<td>88% Agree</td>
<td>81% Agree</td>
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Student Evaluation Comments:
“I honestly thought I was going to dislike this class, I was just taking it for a tag. It turns out, Prof. Krumm is amazing! He's clearly knowledgeable about what he teaches and rather humorous, too, all the while making the subject matter much more easy to comprehend (as a teacher should!).”
“Dr. Krumm possesses a zeal for teaching that I haven't encountered in many other teachers in my life.”
“Dr. Krumm is a gifted instructor. He has the ability to take very a complex theory and break it down logically into sections. This allows for the heavy concepts to be easily comprehended.”
“Mitchell Krumm is a great professor who knows his stuff and is great at answering questions when students are confused about a certain thing. It's a great service for the students to go to him during office hours or after class because I went to him to clarify a question and to look over my paper, and his comments really helped. His teaching method is great…”
The United States Congress  
Y319 at Indiana University

Course Description:  
Congress embodies both high ideals and deep practical frustrations. Congress is the focal point of representation among the national institutions that govern the United States. The two bodies that make up Congress, the House and Senate, are more directly tied to the people than any other officials in Washington through elections. Still, Congress is also the center of frustrations for both policy makers and citizens. In addition to the recent increase of dangerous legislative strategies such as brinksmanship, widespread use of the filibuster, and the increasing polarization between the political parties, citizens have often felt that Congress is ineffective as a governing body. Adding to the frustrations is the feeling that Congress cannot be understood leading popular pundits to often simply conclude that Congress and Members of Congress are corrupt or acting in bad faith. However, it is the fundamental premise of this class that Congress can, to a large extent, be understood and that the process is largely rational. With that understanding, a greater appreciation of the ways the ideals are realized can be held along with a greater sense of where the weaknesses of our legislative institutions lie. With that said, this class in no way intends to indoctrinate students into which ideals or reforms might be best. Instead, the focus of the class will be in helping students understand the realities of Congress and then engaging with various perspectives and proposed reforms.

Course Development:  
This course allowed me to push the limits of challenging my students. I pressed students to understand the nuance of Congressional institutions and practice. In doing so the students gained a deep knowledge of how Congress functions. Throughout the course also I emphasized the ideals of representation and the, at times perverse, incentives that democratic institutions present to Congress people. By helping students analyze Congress with these ideals and incentives they were able to better grasp the logic of Congressional realities and the causes of many of the frustrations people feel with Congress. This class also allowed me to ramp up my use of formal in-class debates. Many students noted that they found these to be quite helpful in learning material and in learning life and career skills.

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<td>48</td>
<td>93% Agree</td>
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Student Evaluation Comments:

“Professor Krumm was enthusiastic every day and seemed excited to teach. He explained topics well and answered any questions people had clearly.”

“The thing I liked most about this class was that it had the debate writing as part of the grade. I liked how there were also some videos and other media sprinkled in to help us tie the things we are learning to real life events.”

“The debates opened me up to a new aspect of public speaking that I think will help me in my career path”
Elections 2016
Y200 at Indiana University

Course Description:
The 2016 election season is in full swing and names like Hillary, Jeb, Sanders, Rubio, and Trump enter our lives on a daily basis. Abraham Lincoln famously described America as having “government of the people, by the people, for the people.” This class will examine the current national elections to see how these ideals are (or are not) being realized in this election. We will focus on five major topics. First, what does it mean to have representation? In other words, how would we know if Lincoln’s ideals of government by the people were being realized? Further, why is it even a good thing to vote? Second, how do the rules and procedures of elections shape and impact the outcomes? Third, how do voters think, get information, form opinions, and choose how to vote? Fourth, how do politicians run for and seek to maintain office? Finally, who will win? What are the factors that lead to victory and how can we predict the outcome of an election? Students will also gain an in-depth knowledge of the current issues, candidates, and developments of the 2016 election. In sum, students will learn how to analyze elections using Political Science frameworks and apply them to the current election.

Course Development:
Besides the controversies surrounding the 2016 election, this class presented several challenges and firsts for me. It was by far the largest class I have taught. Due to the number of students I was assigned a teaching assistant, which meant that I had to provide guidance for grading and the administration of the course. The large class size also meant that I had to be even more creative in finding ways to incorporate in-class group work to facilitate discussions and make sure the students were actively participating in learning material. These challenges allowed me to grow in my use of active learning techniques and the management of a large course.

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<td>Spring 2016</td>
<td>74</td>
<td>94% Agree</td>
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Student Evaluation Comments:
“Mitchell Krumm is undoubtedly one of the nicest and most enthusiastic people I've ever met. He reminds me of Chris Traeger from Parks and Recreation. I've never seen him anything but excited to teach us and see us learn!”

“It could be very easily for the course to get too political rather than educational. Krumm did a fantastic job keeping the class focused, allowing me to learn more than I would have ever expected. As a non-major in my senior year I wanted to be exposed to new ideas and learn new things and I don’t believe I could have accomplished this better with any other course.”

“What I liked most was the professor's teaching style. I learn much better when someone explains the material to me in a discussion type manor. Most classes have powerpoints, lectures and class readings that are supposed to explain everything that you're supposed to know - but learning that way, is easy to forget. Professor Krumm described the material to the class in an engaging way, while giving details as to why and how what we were studying was important.”
The American Presidency
Y318 at Indiana University

Course Description:
This course examines the Presidency in the United States. The goal is to present four (Legal, Institutional, Power, and Psychological) dimensions of analysis by which to understand the Presidency and then apply these to the various aspects of the Presidency. The Presidency is unique in that the individual personalities who take up the office define the institution and its history in dramatic ways. In short, to understand the Presidency, one must also study individual Presidents. There will be four parts to the class. First, the process of nominating and electing a President will be examined. Then, the various aspects and roles of the modern Presidency will be examined. Third, the relationship of the Executive to the other institutions in Washington (Congress and the Courts in particular) will be reviewed. Finally, the character, actions, and psychology of the individuals who are Presidents will be discussed with a focus on how these individuals’ traits and actions impact the institution of the Presidency as a whole. The class aims to equip students to have a theoretical understanding of the Presidency and be able to apply that understanding to specific Presidents, particularly recent ones. The course will require students to attend class, do readings, take three exams, and write a research paper on a particular President. Additionally, current events and news articles will frequently be used in class discussion.

Course Development:
This course focused on the modern Presidency. The class was set up to encourage students to think using various modes of analysis (legal, institutional, power, and psychological) to get at different aspects of the Presidency and think about the facts they were learning from multiple perspectives. Using these methods, the students examined various parts of the modern Presidency such as public opinion and media, elections, and various features of the bureaucracy. In the last unit, the students examined each of the modern Presidents, FDR to Obama, using these materials. The course assignments required students to self-consciously use the different modes of analysis and think about phenomena from the different perspectives. This class also included a substantial research project that I guided by requiring various preliminary steps such as outlines and proposals. In the Spring iteration of the class, I invited and was delighted to have Robert Lerhman (speech writer for Al Gore during his time in the White House) visit and speak to the class.

Quantitative Summary:

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Student Evaluation Comments:
“The feedback and regular consultation of the research paper was amazing. I couldn’t have produced the paper I did without your help… I enjoyed class discussions.”

“Fantastic teacher and even better person… Really enjoyed the class and learned a lot. Love your demeanor and personality.”

“He made classes interesting, explained information clearly, and was passionate.”
Religion, Politics and Public Policy
Y249 at Indiana University

Course Description:
It is a common saying that one should not discuss religion and politics in polite company. While other reasons may exist, the root cause for this piece of social wisdom probably stems from the fact that both one’s religious views and political affiliations are deeply rooted within one’s identity, worldview, psychological states, and the communities within which one generally operates. To disagree and engage in any but the most respectful and reserved discussion invites an emotional reaction due to the fundamental nature of these aspects of our lives. However, it is because religion is so fundamental and formative for our beliefs and actions that they are so important politically and socially. Given that a significant portion of the American population (to say nothing of the world’s population) identify with a religion and regularly participate in religious services, the role that religion both does and should play in American politics merits careful study. Since Christianity has been heavily influential in public life throughout the history of the United States the focus of this class will be on that religion. Americans have generally been a deeply religious people with high numbers practicing a form of religion. However, there have been a number of different understandings throughout every era of European-American history concerning the proper role of religion in the United States. The absence of a single theory of the relation of religion and politics has led to many debates within, between, and outside religious groups. Additionally, the role of religion in actual politics has been varied throughout American history. Religion has been and is affiliated with widely divergent strands of American politics leaving it as one of the most difficult and yet fascinating political forces to study.

Course Development:
For this class my students engaged with four different views on how religion and politics should relate to one another. The students read several canonical philosophers such as Rawls, Rousseau, Luther, and Calvin as well as various American authors on the subject (such as John Witherspoon and James Madison). The course then focused on the history of religion and politics in America with emphasis on major events, such as the role of religion in the Civil War, and various Presidents. The class concluded with a unit on the current issues of religion and politics in America such as Civil Rights and Prayer in schools. The course helped students to grapple with the conflicting and diverse role religion has and does play in American politics and asked them to consider the implications of how religion and politics should interact.

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<tr>
<td>Indiana University</td>
<td>Spring 2012</td>
<td>20</td>
<td>100% Agree</td>
<td>100% Agree</td>
</tr>
</tbody>
</table>

Student Evaluation Comments:
“I thought the instructor did a good job of trying to stimulate our critical thinking regarding the subject.”

“I learned the most from how the instructor set up the claims for an argument, and then tried to disprove the very same argument, which kept things fair. I liked the class more than what I could have expected.”

“It was a good class. I learned a lot. I’m glad I took it.”
**Introduction to Law**
Y211 at Indiana University

**Course Description:**
All visitors to the Supreme Court are greeted with the large “*Equal Justice Under Law*” quotation above the main entrance to the court building. However, the concept is nearly always vague and ill defined. Widely diverging nations claim to adhere to the rule of law (even being claimed by Hitler during his reign). Additionally, many contemporary commentators claim that the rule of law is in decline (or even lost) in western countries such as the United States and the United Kingdom. Such vagueness makes promotion of the rule of law difficult since it is not clear what should be promoted. Given the importance ascribed to the rule of law (as noted in the above quotes) such incapacity seems problematic if not dangerous. Finally, many have questioned whether the rule of law is actually beneficial and worth preserving or promoting resulting in political and legal movements against it. This class will also serve as an introduction to the U.S. legal system and law. Several important Supreme Court cases will be analyzed in conjunction with the presentation of the current political debate concerning the Rule of Law.

**Course Development:**
This course had three parts. First, it set out the basic history and philosophy of law. Second, it offered various interpretations or ways understanding what “the Rule of Law” is. Third, it examined the application of these legal theories and the result of the history of law to American Constitutional law. The course required students to read excerpts from an array of philosophers on the meaning of law and to interpret various US Supreme Court cases in light of these theories. This course was an intense eight-week summer course and I was asked to instruct this course only a few weeks before the term began. Despite these challenges, and the fact that this was my first course as the instructor of record, it went well and my evaluations for the class were quite strong.

**Quantitative Summary:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Semester</th>
<th>Enrollment</th>
<th>Professor Outstanding</th>
<th>Course Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University</td>
<td>Summer 2011</td>
<td>13</td>
<td>90% Agree</td>
<td>90% Agree</td>
</tr>
</tbody>
</table>

**Student Evaluation Comments:**
“What I enjoyed most from this course was the enthusiasm of the instructor. He really made one want to learn.”

“I liked the level of interest the teacher had for the subject. Made me more interested. I also liked that he made us think about the answers.”

“Very knowledgeable on course topics, very helpful in office hours.”

“Presented all views equally. Very organized and fair grading procedures.”

“The best part about this class was the more philosophical material and the first paper. The first paper was fun to write and wrestle with.”
Student Evaluations

While I have taught on four campuses, the bulk of my teaching have taken place at Bethel University and Indiana University. For this reason, the overview of student evaluations presented here is divided into two sections. Each contains a table with a wide range of Quantitative data from the student evaluations and a section with a substantial selection of Qualitative comments from the student evaluations.

Evaluation Procedures:
Student evaluations for all of my courses were carried out at the end of each semester using a set of survey questions that are quantitatively scored and a space to write comments. For my early classes a student volunteered to administer, collect, and return the forms to the secretaries in the department office. In courses I have taught over the last two years the evaluations were conducted online. In these cases I strongly encouraged students to fill out the evaluations and provided class time for them to do so. The results of student evaluations were not released to instructors until the final course grades are submitted and instructors are not present while the evaluations take place.

Bethel University

Quantitative Scores:
Bethel uses the IDEA system for student evaluations. This form provides an extensive set of questions that evaluate the achievement of learning objectives, the use of formative teaching methods, and general course evaluation criteria. In the table that follows I report the overall scores I have received in each of these areas. I have been gratified to generally receive excellent scores.

The learning objectives score is based on how much progress students report in a particular area of learning. Students respond to all of the areas when they fill out the evaluations, but instructors are asked to indicate which areas are the focus of their courses. Thus, the scores reflect only those areas that are applicable to the course. In my case, I nearly always applied the “Gaining basic understanding of the subject,” “Developing ethical reasoning and/or decision making,” and “Learning to analyze and critically evaluate ideas, arguments, and points of view.” The scores that result an average from a 5 point scale based on level of progress reported by students where 5 is “Exceptional Progress” and 1 is “No Apparent Progress.” The age range scores are then ranked with others teaching the same or similar courses based on the IDEA database. A ranking of 45-55 is average (middle 40%), a ranking of 56-62 is in the high range (upper 20%), and a score of 63 and above is the highest (the top 10% of scores).

The formative teaching methods section is based on the type of course and the learning objectives chosen. Students are asked to report which methods of teaching were used in the course and how frequently they were used. These are reported as “not applicable,” “Strength to Retain,” “Retain Current Use or Consider Increasing,” and “Consider Increasing Use.” Achieving at least the middle category suggests that an instructor is teaching well. In Table 1 I
report the number of relevant teaching areas that fell into each of the three categories (omitting the “not applicable” ones).

Finally, the table also includes a set of general course evaluation criteria. Students are asked to score these questions based on a five-point level of agreement. These range from a 5 “Definitely True” to a 1 “Definitely False” with mid-levels of agreement and a middle “In Between” category. These are reported as a 5-point average and as a percentage of students who marked either, “Definitely True” and “More true than false.”

Table 1: This table includes the quantitative scores from the IDEA student evaluations for courses I taught at Bethel University from 2016-2017.

<table>
<thead>
<tr>
<th>Bethel IDEA Evaluations</th>
<th>POS 345</th>
<th>POS 100 Spring Section 1</th>
<th>POS 100 Spring Section 2</th>
<th>POS/ HIS 241L</th>
<th>POS 100 Fall Section</th>
<th>POS 221L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives Average</td>
<td>4.9</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.8</td>
</tr>
<tr>
<td>Learning Objectives (Average Comparison score)</td>
<td>64</td>
<td>56</td>
<td>55</td>
<td>56</td>
<td>55</td>
<td>62</td>
</tr>
<tr>
<td>Learning Objectives (percentile ranking)</td>
<td>Upper 10%</td>
<td>Upper 20%</td>
<td>Middle 40%</td>
<td>Upper 20%</td>
<td>Middle 40%</td>
<td>Upper 20%</td>
</tr>
<tr>
<td>Formative Teaching Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total &quot;Strength to Retain&quot;</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Total &quot;Retain Current Use or Consider Increasing&quot;</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total &quot;Consider Increasing Use&quot;</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Overall, Excellent Teacher (5 point scale)</td>
<td>4.71</td>
<td>4</td>
<td>4.33</td>
<td>4.56</td>
<td>4.47</td>
<td>4.8</td>
</tr>
<tr>
<td>Overall, Excellent Teacher (% say true)</td>
<td>85%</td>
<td>71%</td>
<td>88%</td>
<td>87%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall, Course Excellent (5 point scale)</td>
<td>4.57</td>
<td>3.79</td>
<td>4.04</td>
<td>4.38</td>
<td>4.27</td>
<td>4.7</td>
</tr>
<tr>
<td>Overall, Course Excellent (% say true)</td>
<td>93%</td>
<td>64%</td>
<td>78%</td>
<td>81%</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>16</td>
<td>27</td>
<td>34</td>
<td>20</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>Number of Respondents to Evaluation</td>
<td>14</td>
<td>14</td>
<td>28</td>
<td>16</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

Commentary:
The vast majority of the scores reported in Table 1 give evidence to my strength as an instructor. My average learning objectives scores are always well over 4 (“Substantial Progress”) and many approach 5 (“Exceptional Progress”). Another way to see my abilities is to use the comparisons. I am generally am in the upper categories in achieving the class learning objectives (scores of 56 and up) and in one course my score places me in the top 10% (scores of 63 and up). Even the average or “Middle” scores I am on the high end of average (scores of 45-55 are average and my lowest is 55). Notably, the higher scores are in upper level tiers. This reflects the fact that
students who have a great deal of experience with college classes find me to be an outstanding instructor. I also have used the feedback I received from these evaluations. For example, over the summer I restructured my Introduction to American Politics to account for the critiques and suggestions found in these evaluations. In sum, my IDEA scores are quite positive.

**Qualitative Responses on Student Evaluations:**
The following is a small selection of written comments students included in their evaluations.

**POS 100 introduction to American Politics (taken from all three sections)**
“I loved having Dr. Krumm as a professor this semester! He made class interesting, interactive and applicable. It's one of my favorite classes I've ever taken at Bethel.”

“Dr. Krumm was an amazing teacher who always made class interesting. He was fun and goofy making class enjoyable even at 8:00am!”

“I enjoyed reading articles and discussing things in class that are current and occurring in our world today; that made the class much more impactful …”

“This is a great class I enjoyed all that I learned! Dr. Krumm is very enthusiastic about his class and what he is teaching! I enjoyed this even though I'm not very in to politics and government I learned a lot about how the government works and how we all have a hand politics and how it impacts us everyday from the school we attend to the roads we walk on I lot of conversation and time was put in to make it all happen! Over all Dr. Krumm is a great professor and teaches very well!”

**POS 221L American Political Ideologies**
“Dr. Krumm offered an enthusiasm that really kept the class going. His knowledge was incredibly vast and his asides really helped enrich my learning experience. The fact that he could successfully cram all that material effectively into 50 minutes and in a way that we all understood was amazing. The ideology paper that spanned the entire course really taught me how to fine tune a paper and produce real quality literary work on something as difficult as this subject matter. I really enjoyed this class and the only change I would make would be that it occupied a slightly larger time slot.”

“Thank you for the semester! I really liked when you walked us step by step through your argument for each ideology on the chalk board. This helped me get a base understanding and then use my own reasoning in papers.”

“I really liked how when we had a disagreement or doubt about an ideology, you defended it and played devil's advocate really well in a way that made me consider the point of view I was having a hard time sympathizing with. It encouraged me to fully consider each ideology and its pros, and made me acknowledge the shortcomings of the ideologies I learn towards myself.”

**POS/HIS 241L Revolutions and Political Development**
“I loved the class content! Enjoyed how scholars interpret and assessed revolutions throughout history. Overall, I enjoyed your teaching for the course.”

“Honestly, I didn't think that I would like the class when I enrolled in it. It was just another tag that I had to check off the list. However, I ended up really enjoying it and learning a lot from it. Dr. Krumm was an awesome professor and his passion for the course really made me excited for lectures and learning about the different revolutions. Overall, I really liked the course and would definitely recommend Dr. Krumm as a professor to anyone wanting to learn more about political science.”

**POS 345 Modern Political Thought**
“He is able to thoroughly describe some of the most dense material I have ever read. He is clear and makes it easy to understand. I appreciate the effort he puts into the feedback on our papers and exams.”
Indiana University

Quantitative Scores:
Summary of Quantitative Responses:
Throughout my teaching career I have been gratified to receive excellent ratings from students in their end of semester evaluations. For the first five courses I taught at IU and the course I taught at Ivy Tech the students were given a series of phrases and asked to mark their level of agreement and disagreement. These scores were rated on a 4-point scale where 1 equals “Strongly Disagree,” 2 equals “Disagree,” 3 equals “Agree,” and 4 equals “Strongly Agree.” As my many score averages above 3 reveal, the overall tone of my evaluations is extremely positive. This can also be seen in the high percentage of students who agreed (marked “Agree” or “Strongly Agree”) with the statements on the course evaluations. These scores reflect my strong commitment to the success of my students and the quality of their experience in my classes. Scores from these classes are reported in Table 1.

During my last year at IU both the questions and scoring systems for student evaluations changed. While the basic scoring method remained the same, some of the questions were placed on a 5-point scale that included an “undecided” option. Additionally, the questions were no longer structured along the “agree/disagree” spectrum. For this reason I have included several items with graphs of student responses from the Y319 U.S. Congress course evaluations and the Y200 Elections 2016 course. The exceptionally high scores I received on these courses reveal that, while my scores have always been outstanding, I have improved during my time as an instructor.

Commentary and Analysis of Quantitative Scores on Table 2:
The vast majority of my students agree or strongly agree that I am an outstanding instructor according to the global instructor quality question. The high overall course quality and organization of course items are of interest since I was relatively free to design the courses as I thought best. Students recognize that I make teaching a priority and work diligently to make a classroom experience where the materials are explained clearly, they are free to ask questions, and where they will be respected and encouraged as scholars. This can be seen from my ratings in the scores on preparation for class, students feeling free to ask questions, explaining materials clearly, and being regularly available for consultation. I also strive to create a safe atmosphere where students can learn freely which is seen in the nearly universal feeling that I treat students with respect. Students also recognize my enthusiasm for teaching and these scores are consistently at or near 4.

Regarding the mechanics of my courses, it is notable that students appreciate the quality of the readings I assign, despite the fact that I regularly use weighty and highly theoretical texts. While I still use some textbooks, I have come to respect my students’ abilities to grapple with scholarly or canonical texts and have increasingly included them in my syllabi. Students consistently have found my grading procedures and handing of students to be fair and unbiased. This means that even many students receiving grades lower than an “A” in my classes can see the care I take to be open and impartial in my expectations for assignments.
### Table 2: This table includes the quantitative student evaluation scores for IU classes prior to 2016 (the first iteration of Y318 is not included) and the scores from my Ivy Tech class.

<table>
<thead>
<tr>
<th>IU Evaluations Prior to 2016 &amp; Ivy Tech Evaluations</th>
<th>Y200 4-point Scores</th>
<th>Y200 %Agree</th>
<th>Y211 4-point Scores</th>
<th>Y211 %Agree</th>
<th>Y249 4-point Scores</th>
<th>Y249 %Agree</th>
<th>Y318 4-point Scores (Spring)</th>
<th>Y318 %Agree</th>
<th>Ivy Tech 4-point Scores</th>
<th>Ivy Tech %Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Items</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, Quality of Course is Outstanding</td>
<td>83</td>
<td>3.33</td>
<td>90</td>
<td>3.30</td>
<td>100</td>
<td>3.25</td>
<td>85</td>
<td>3.04</td>
<td>100</td>
<td>3.09</td>
</tr>
<tr>
<td>Overall, Instructor is Outstanding</td>
<td>83</td>
<td>3.39</td>
<td>90</td>
<td>3.60</td>
<td>100</td>
<td>3.42</td>
<td>82</td>
<td>3.07</td>
<td>100</td>
<td>3.25</td>
</tr>
<tr>
<td><strong>Instructor Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized Course Well</td>
<td>89</td>
<td>3.39</td>
<td>90</td>
<td>3.40</td>
<td>100</td>
<td>3.25</td>
<td>93</td>
<td>3.21</td>
<td>92</td>
<td>3.42</td>
</tr>
<tr>
<td>Well Prepared for Class</td>
<td>100</td>
<td>3.61</td>
<td>90</td>
<td>3.50</td>
<td>100</td>
<td>3.33</td>
<td>93</td>
<td>3.36</td>
<td>100</td>
<td>3.58</td>
</tr>
<tr>
<td>Explained Material Clearly</td>
<td>83</td>
<td>3.44</td>
<td>70</td>
<td>3.10</td>
<td>100</td>
<td>3.42</td>
<td>90</td>
<td>3.14</td>
<td>85</td>
<td>3.00</td>
</tr>
<tr>
<td>Enthusiastic about Teaching</td>
<td>100</td>
<td>3.83</td>
<td>100</td>
<td>4.00</td>
<td>100</td>
<td>3.50</td>
<td>96</td>
<td>3.61</td>
<td>100</td>
<td>3.75</td>
</tr>
<tr>
<td>Stimulates Thinking</td>
<td>83</td>
<td>3.44</td>
<td>90</td>
<td>3.40</td>
<td>92</td>
<td>3.08</td>
<td>72</td>
<td>2.96</td>
<td>92</td>
<td>3.17</td>
</tr>
<tr>
<td>Knowledgeable on Course Topics</td>
<td>100</td>
<td>3.72</td>
<td>100</td>
<td>3.70</td>
<td>100</td>
<td>3.33</td>
<td>100</td>
<td>3.61</td>
<td>100</td>
<td>3.75</td>
</tr>
<tr>
<td>Treats Students with Respect</td>
<td>100</td>
<td>3.72</td>
<td>100</td>
<td>4.00</td>
<td>100</td>
<td>3.50</td>
<td>96</td>
<td>3.61</td>
<td>100</td>
<td>3.67</td>
</tr>
<tr>
<td>Regularly Available for Consultation</td>
<td>94</td>
<td>3.50</td>
<td>100</td>
<td>3.80</td>
<td>100</td>
<td>3.17</td>
<td>96</td>
<td>3.46</td>
<td>92</td>
<td>3.50</td>
</tr>
<tr>
<td>Fair and Impartial</td>
<td>94</td>
<td>3.50</td>
<td>100</td>
<td>3.80</td>
<td>100</td>
<td>3.33</td>
<td>96</td>
<td>3.39</td>
<td>100</td>
<td>3.50</td>
</tr>
<tr>
<td>Makes Students Feel Comfortable to Ask Questions</td>
<td>100</td>
<td>3.67</td>
<td>100</td>
<td>3.90</td>
<td>100</td>
<td>3.58</td>
<td>93</td>
<td>3.43</td>
<td>100</td>
<td>3.75</td>
</tr>
<tr>
<td><strong>Course Elements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what is expected of me in the course</td>
<td>100</td>
<td>3.61</td>
<td>100</td>
<td>3.60</td>
<td>100</td>
<td>3.17</td>
<td>93</td>
<td>3.32</td>
<td>100</td>
<td>3.50</td>
</tr>
<tr>
<td>Overall, readings excellent</td>
<td>89</td>
<td>3.28</td>
<td>33</td>
<td>2.56</td>
<td>53</td>
<td>2.83</td>
<td>72</td>
<td>2.89</td>
<td>N/A</td>
<td>N/A^2</td>
</tr>
<tr>
<td>Course Assignments Help in Learning Subjects</td>
<td>100</td>
<td>3.50</td>
<td>80</td>
<td>2.80</td>
<td>83</td>
<td>3.00</td>
<td>78</td>
<td>2.96</td>
<td>92</td>
<td>3.33</td>
</tr>
<tr>
<td>Grading Procedures Fair</td>
<td>100</td>
<td>3.56</td>
<td>90</td>
<td>3.40</td>
<td>92</td>
<td>3.17</td>
<td>86</td>
<td>3.21</td>
<td>92</td>
<td>3.50</td>
</tr>
<tr>
<td><strong>Student Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned a lot in the Course</td>
<td>89</td>
<td>3.50</td>
<td>80</td>
<td>3.20</td>
<td>83</td>
<td>3.08</td>
<td>79</td>
<td>3.00</td>
<td>100</td>
<td>3.33</td>
</tr>
</tbody>
</table>

---

^1 I taught Y318 The American Presidency twice. The first time was in the fall of 2013 and the second time was in the spring of 2014. The scores reported here are from the second time I taught the course.

^2 I was required to use an approved textbook. Thus, this question was not included in the evaluations.
Finally, while my teaching experience at IU consisted in creating and administering new classes, I taught my upper level course on the American Presidency twice. The two sets of data reveal that my use of student feedback and commitment to making efforts to improve my courses. Some of the scores are high for both courses such as the agreement with “Well Prepared for Class” and “Treats Students With Respect,” which is nearly unanimous for both courses. For others a noticeable improvement is evident. In the fall evaluations the global instructor and course quality scores both had 72% agreement. In the spring, these scores rose to 85% and 82% agreement respectively. This reveals that I am not static in my teaching methods and course construction. I am actively seeking ways to improve and, as these scores demonstrate, my efforts are effective.

In sum, Table 1 shows that my students have consistently regarded my teaching as achieving a high level of excellence and I have striven to use the comments and ratings from my students to focus my efforts to improve.

Commentary and Analysis of Quantitative Scores and Graphs for Y319 U.S. Congress and Y200 Elections 2016:
During the spring semester of 2016 I taught two courses. The Y319 U.S. Congress course was an upper level course that primarily included political science majors. The Y200 Elections 2016 course was a lower level course that included a wide range of students in terms of their year and major. The ratings from the evaluations in both courses are extremely high. For many of the questions the students were or were nearly unanimously positive. Of particular note are the global questions regarding the course and instructor quality. On both courses, the ratings are resoundingly positive. Also of particular note is the question regarding whether the student would recommend the same course, with the same instructor, to another student. The fact that the vast majority said they would be “Very Likely” to do so speaks to high quality of instruction they received in these courses. In sum, while Table 1 reveals that I have consistently received extremely good evaluations, the scores reported on the next two pages show that I have improved upon them.
Overall, I would rate the quality of this course as outstanding.

My instructor is fair and impartial when dealing with students.

Compared to all instructors you have had, how would you rate this instructor?

My instructor makes the subject interesting.

How likely would you be to recommend this course with this instructor?
Student Evaluation Items for Y200 Elections 2016, Spring 2016

Overall, I would rate the quality of this course as outstanding.

| Strongly Agree | 13 41.9% |
| Agree          | 15 48.4% |
| Undecided      | 3 9.7%   |
| Disagree       | 0 0.0%   |
| Strongly Disagree | 0 0.0% |
| Total          | 31       |

Overall, I would rate this instructor as outstanding.

| Strongly Agree | 16 51.6% |
| Agree          | 13 41.9% |
| Undecided      | 2 6.5%   |
| Disagree       | 0 0.0%   |
| Strongly Disagree | 0 0.0% |
| Total          | 31       |

My instructor explains the material clearly.

| Strongly agree | 19 51.3% |
| Agree         | 12 38.7% |
| Undecided     | 0 0.0%   |
| Disagree      | 0 0.0%   |
| Strongly disagree | 0 0.0% |
| Total         | 31       |

My instructor treats students with respect.

| Strongly agree | 22 71.0% |
| Agree         | 6 19.0%  |
| Undecided     | 0 0.0%   |
| Disagree      | 0 0.0%   |
| Strongly disagree | 0 0.0% |
| Total         | 31       |

How much did the instructor motivate you to do your best work?

| A lot | 22 71.0% |
| Somewhat | 9 29.0% |
| Just a little | 0 0.0% |
| Not at all | 0 0.0% |
| Total  | 31       |

How likely would you be to recommend this course with this instructor?

| Very Likely | 25 80.6% |
| Likely      | 5 16.1%  |
| Somewhat Likely | 1 3.2% |
| Not at all Likely | 0 0.0% |
| Total      | 31       |
Qualitative Responses on Student Evaluations:

For each of my classes my students could write any comments they wished as part of their evaluations. Overall, these comments have been quite positive and constructive. What follows are some samples of the comments I received from different students.

In every class students mention my enthusiasm and energy in the classroom and that this made them excited to learn, participate, and engage with the course. Another recurring theme is the clarity of my class presentations and ability to make even difficult material accessible and understandable. Assignments and readings also figure in a number of comments. While students sometimes mention their difficulty, they also discuss how much they learned and how much effort I put into helping them succeed. Along these lines, my openness and helpfulness to students is a common motif. Finally, students also noted my skill at instigating and guiding discussions and how free they felt to participate.

Y200: American Political Ideologies
- Very enthusiastic. Makes hard concepts easy to understand and takes each step of the logic to get there. Available for help and is very helpful in general. The briefs were very helpful. Forced me to review and familiarize myself further with the material!

- He knows a lot about each subject and gets very excited about teaching it. He’s also good at explaining things. Readings are long and dry, but that can’t be helped.

- Very enthusiastic about job. Give the man a raise. You were good about explaining material.

- Prof. Krumm explained the material extremely well! He always reviewed also which really helped me. He was great!

- The instructor did a great job in developing this course. The briefs helped to solidify understanding and clarified course topics. The instructor did a great job of balancing different ideologies and giving them appropriate time. The exams were fair in assessing knowledge.

- I thought the readings for each ideology were very well selected. The instructor did a very good job at facilitating class discussion. Class discussion and relating topics to present day situations helped a lot with the material.

- The instructor did a great job of presenting the material.

- He was well prepared to teach the class and did it at a solid pace. He explained most of the materials within the class too.

- Well-organized course and I learned a lot. Listening to political speeches is way more interesting and complex to me now. I have a totally new understanding of political labels.

Y211: Introduction to Law
- What I enjoyed most from this course was the enthusiasm of the instructor. He really made one want to learn.

- I liked the level of interest the teacher had for the subject. Made me more interested. I also liked that he made us think about the answers.

- Very knowledgeable on course topics, very helpful in office hours.
-Presented all views equally. Very organized and fair grading procedures.

-The best part about this class was the more philosophical material and the first paper. The first paper was fun to write and wrestle with.

**Y249: Religion and Politics**
- I thought the instructor did a good job of trying to stimulate our critical thinking regarding the subject.

- I learned the most from how the instructor set up the claims for an argument, and then tried to disprove the very same argument, which kept things fair. I liked the class more than what I could have expected.

- The readings were really helpful and easy to understand (most of the time). The readings helped but the lectures were very good at explaining what the readings meant. Educational and interesting.

- It was a good class. I learned a lot. I’m glad I took it.

**Y318: The American Presidency (Fall and Spring sessions)**
- The feedback and regular consultation of the research paper was amazing. I couldn’t have produced the paper I did without your help. Also, I love the class structure. The highlighting of keywords before class helps me when studying for exams. I enjoyed class discussions.

- Fantastic teacher and even better person… Really enjoyed the class and learned a lot. Love your demeanor and personality.

- He made classes interesting, explained information clearly, and was passionate.

- His charisma + enthusiasm was nice. I enjoyed him as a professor. Loved the course!

- His energy and excitement over the topic translated to his lectures well. Overall, great instructor.

- Prof. is always open to questions and ready to clarify.

- Facilitated class discussion very well. Very open to other points of view.

- The instructor is very enthusiastic and knowledgeable. Also, he is very approachable.

- Very enthusiastic and gives good lectures.

- The study guides are helpful + the lectures are interesting. Instructor cares about the class + students.

- Nicely stimulated class discussions

- Very enthusiastic about the topic and always willing to meet outside of class to discuss exam topics or paper. He also explained things very clearly. Having no polisci background, I was able to understand the material.

- I enjoyed the use of current articles as a method of applying themes in class.

- The class was really interesting and the instructor made it fun. Instructor was very clear and always available for questions. Instructor should teach more classes.

- His lectures were very clear and he didn’t try to fool students on the exams. Everything was clear.
- Professor Krumm is great. He stimulates thinking, makes me want to talk in class, and is passionate about teaching. He is also very funny.

**Y319: U.S. Congress**

- I was skeptical coming into the course as I am not any sort of social studies or Poly Sci major but the course was very entertaining and although challenging I can have no complaints, loved the course.

- The professor is one of the best that I've had at IU. Stimulates my thinking. I would recommend him to anyone thinking about taking a political science class.

- This course was very interesting in the topics we covered, and the professor made the class exciting and interesting, and was also engaged with the students.

- The instructor was fantastic. Cheers to you professor Krumm. I enjoyed this course immensely.

- I liked the set-up of the exams and that we were able to debate and write a book report. It forced us to be responsible and read the book while continuing in the course. This course was linked to other courses which made the information resonate well. He was also extremely fair when dealing with students and grading. Overall, I will definitely carry what I learned in this course to throughout the rest of my undergraduate career.

- The books that Mitchell recommended were extremely helpful for my understanding of how congress works to get a bill drafted and passed. Plus, the debates opened me up to a new aspect of public speaking that I think will help me in my career path.

- Loved the set up of each individual class. Learning objectives were clear and communicated. Also, the passion you showed for the course was encouraging. The energy helped us get through some of the more mundane topics. Exams were clear, and those who did well most likely did so because of extra effort.

- The thing I liked most about this class was that it had the debate writing as part of the grade. I liked how there were also some videos and other media sprinkled in to help us tie the things we are learning to real life events.

- I enjoyed the topic and how he broke everything down so it was easier to understand. I enjoyed the debates because they gave us a real life look at what was happening within congress.

- He is very good at explaining things clearly! Always has good examples. He is so knowledge on the subject matter, and that shows through in his teaching.

- I think he organized the course well into different sections about Congress. I liked how he began each new topic with one of the six debates to get the students thinking about that topic. Also, I like how he put that day's keywords on the blackboard, so we knew what to expect to talk about.

- Professor Krumm was enthusiastic every day and seemed excited to teach. He explained topics well and answered any questions people had clearly.

- I liked most aspects of this course. Lectures were always well organized and were easy to follow and take notes. I really liked the textbook for this course, too. I liked that Prof. Krumm would periodically email us articles about current events in Congress that were related to what we were discussing in class. Exams were fair, had a study guide, and covered important material.

- I liked Prof. Krumm's application of the topics to current events. It made the class very interesting and helped make complex subjects easier to grasp. Also, I liked how the lectures were directly in line with the readings.
It covered a wide range of topics and I felt like I learned a lot. The professor was very knowledgeable on all aspects, including questions that were unrelated to what we were learning that day. It is apparent he knew the material to a tee and that was transferred to us.

**Y200: Elections 2016**

-Mitchell Krumm is undoubtedly one of the nicest and most enthusiastic people I've ever met. He reminds me of Chris Traeger from Parks and Recreation. I've never seen him anything but excited to teach us and see us learn!

-It could be very easily for the course to get too political rather than educational. Krumm did a fantastic job keeping the class focused, allowing me to learn more than I would have ever expected. As a non-major in my senior year I wanted to be exposed to new ideas and learn new things and I don’t believe I could have accomplished this better with any other course.

-[I liked] learning about the upcoming election and my role in it

-He is very passionate and knowledgeable about current events, as well as the past events that led us to where we are now.

-I loved being up to date with the political scene. Very timely.

-The enthusiasm of the professor keeps you engaged throughout.

-Prof. Krumm is very bright and energetic! This class helped me understand things about the government I never could before.

-The discussion and debate in class was effective in keeping up with current events.

-I learned a lot, and the professor made it a good learning environment

-The content was timely and intriguing and always changing because of the nature of the material. I really had fun in discussions and appreciated my teacher's enthusiasm.

-Professor Krumm is very enthusiastic about the material and really got me interested in thinking about all that goes on in an election. He was also very open to all viewpoints, which was very refreshing and is uncommon in professors at IU. His explanations of the material were superb and he was great at getting us to think about how our elections affect democracy and representation. Absolutely one of the best professors I have had at IU and I wish him well in his future endeavors.

-I really enjoyed this class! I like the way it was structured, everything was very straight forward. The additional articles were very interesting and made me feel like a more informed citizen

-Professor Krumm is one of the most enthusiastic instructors I have ever had-- he knows his information and the class was fast-paced.

-I liked the way lectures were set up, very engaging and interesting. He also left room for questions and comments from the class which was nice.

-What I liked most was the professor's teaching style. I learn much better when someone explains the material to me in a discussion type manor. Most classes have power points, lectures and class readings that are supposed to explain everything that you're supposed to know - but learning that way, is easy to forget. Professor Krumm described the material to the class in an engaging way, while giving details as to why and how what we were studying was important.

-He was very knowledgeable and enthusiastic, and it made coming to class interesting and enjoyable.
-I liked that the material for this course was fairly distributed with readings from the book, online readings, multimedia, and class discussions.

-Professor Krumm was enthusiastic about the subject and he was very kind which makes me more motivated to do my best in the course.

**POL101: Introduction to American Government (Ivy Tech)**
- I really enjoyed the way the notes were done, with key words, main points/subjects and sub-points
- I like that he writes notes along with us and the white board. The study reviews before the tests also helped me a lot.
- [I liked] Your passion for the subject.
- The enthusiasm from the instructor helped get the class ready to learn and productive.
- He was my favorite professor this term, very good teacher, had a good system
- I really liked you.
- Keep up the good work!
- He was always on top of things and replied to emails as quickly as possible.
- I felt comfortable [asking questions] unlike [with] other teachers.

**PO131: Introduction to American Politics (Butler University)**
- I liked how the class was set up in regards to the lecture notes being typed rather than written, and the use of outside sources (polls, articles, etc.) that solidified the material that we were learning. Professor Krumm truly cares about his students and I would rank him as an excellent teacher.
- I love Professor Krumm. He taught me a lot in a subject I know little about. I learned a lot. He is fantastic!
Faculty Observations:

Professor Marjorie Hershey has observed my teaching and wrote the following:

I have worked extensively with Mitchell on teaching. He served as my associate instructor in three different courses over a period of two years. He was a member of my year-long, introductory graduate teaching seminar (Y550: Teaching in Political Science I, Understanding and Negotiating the Teaching Environment; and Teaching in Political Science II, Becoming a More Effective Instructor), and has also taken part for two semesters in an advanced seminar for grad students who are currently teaching their own courses. I have had the pleasure of observing his teaching on several occasions, ranging from lectures to discussion-leading. He and I have talked about a variety of issues in teaching and learning. So I feel very confident in my judgment of his teaching skills.

Mitchell is, quite simply, an excellent teacher, at the level of a faculty member who has had considerable experience and training in instruction, and one of the best graduate instructors I’ve worked with. He has been the instructor of record for four departmental courses, all in highly controversial fields – political ideologies, religion in politics, law, and the American presidency – and he has done a superb job in all four, with enrollments ranging from 85 students to 13. In the first two of these courses in particular, he dealt with sets of students with widely ranging philosophies and preferences. It is difficult in such courses to help students find the way to an analytical understanding of a writer’s work or a concept, especially when many students have learned to take strongly partial views of these issues in their own families and communities. But Mitchell has remarkable ability to show his students that it is possible to explore alternative perspectives, to argue for views they don’t personally hold, and in short to move from opinion to analysis.

I have observed Mitchell lecture and lead discussion on four separate occasions over a two-year period. He is a very clear lecturer. He explains a concept well, presents examples to demonstrate its features, and is careful to conclude by summarizing the main points, so that students know where they are in the logic of his presentation. In leading discussion, he is eager to draw out students’ ideas. He encourages productive discussion, rather than discussion for the purpose of letting students hear their own voices (which would be a bit like carrying coals to Newcastle). Instead, he demonstrates to students the ways in which their points help to forward the main ideas being considered in the day’s class. I was especially impressed with his ability to maintain an atmosphere of mutual respect in discussing ideas that can sometimes prove volatile.

Mitchell’s syllabi are a model for any instructor. They offer clear evidence of a very well thought-out, logical presentation of a set of ideas. He has often given me drafts of his midterm and final exams, which are excellent examples of fair, creative essay tests. And I have had ample evidence of his skill as a grader in my own classes. He has the ability to get to the heart of a student’s essay and to make sensible suggestions for improvement without resorting to over-broad generalizations or snippy comments.

Mitchell expects a lot from his students, but he is also very willing to work individually with them to meet his expectations. As an Associate Instructor in my classes, he took the time to
explain to students why they had achieved the grade he had given them, and I heard from several students that they found his advice invaluable in preparing the next paper or the next exam.

I have also been delighted with his enthusiasm for helping less experienced AIs adapt to teaching their own courses. I meet with all the AIs who are instructors of record each week, to share good ideas and to evaluate the challenges they are facing. Mitchell has been very active in these meetings in sharing his own experiences, graciously suggesting ways to overcome other instructors’ difficulties, and encouraging the newer AIs to experiment with instructional techniques and evaluate the outcomes. For these among other reasons, he received the department’s Outstanding AI Award in 2012 and has become the department’s nominee for the university-wide Lieber AI Award for 2014.

I hope that his hard work and success becomes a model for other students.

Marjorie Randon Hershey
Professor of Political Science and Philanthropic Studies
Course Syllabi:

Commentary on included materials:
The following are syllabi from the courses in which I was the instructor of record. These materials highlight several aspects about my teaching.

First and foremost, they reveal my commitment to the success of my students. I begin with specific goals and learning objectives both for the course as a whole and each unit and day of class. I strive to be clear both in the class overall and in assignments what skills, ideas, and facts students should learn and then make a deliberate effort to achieve those goals.

Second, they reveal the high expectations I have for my students. I assign substantial reading loads that often feature canonical literature. Similarly, I have high expectations in terms of assignments and I take great care in making sure my students are engaged with course materials. The exam and review sheet also help illustrate how thorough these expectations are.

Third, I am careful and clear in my course organization. I strive to give a coherent structure and progression to the topics covered in class. I also provide students with clear expectations for readings and topics to be covered each day. This clarity is also seen in my in-depth assignments and instructions.

In sum, I am committed to my students’ success and I believe these materials illustrate this.

Included Materials:
A. POS 100 Introduction to American Politics Syllabus (Fall 2017 version)
B. POS 221L American Political ideologies Syllabus (Fall 2017 version)
C. Y319 The United States Congress Syllabus (Spring 2016 version)
POS 100: American Politics and Government
Introduction to American Politics, Political Science, and Christian Political Thought
Fall 2017

Class Meeting MWF 8:00-8:50 AM
Room: Hagstrom Center (HC) 127

Instructor: Mitchell Krumm, Ph.D.
Both in person and in email please call me Dr. Krumm or Dr. Mitchell or Dr. Mitch.

Email: mik69385@bethel.edu
I am always available through e-mail. Feel free to contact me with any questions or difficulties you face regarding this class and to make appointments to meet with me. I usually respond within 24 hours, though I am a bit slower over weekends.

Office: AC 207
Office Hours: Monday 2:00-4:00pm, Tuesday 3:30-4:30pm, and by appointment.
I am often available on campus in my office. If the door is open you are welcome to drop in to ask questions or talk about politics or just talk.

Phone: 740-405-7632
You may call my phone during “reasonable” hours (generally 9:00am-9:00pm) unless you are facing a crisis. If you are facing a crisis, you may call be anytime. If I am not in a position to talk I will not answer but please feel free to leave a message and I will return your call when I can.

Put These Dates on Your Calendar!
Exam 1: October 4
First News Analysis Brief: October 23
Poster Debate Day for Topics 1, 2 and 3: October 27
Exam 2: November 8
Second News Brief Due: November 27
Poster Debate Day for Topics 3, 4, and 5: December 8
Exam 3 (Final): December 11, 8:15-10:15am

I. Course Description:
Often politics can appear baffling. You might have wondered why a politician or groups of people, or voters behave as they do (e.g. suddenly switching positions on a key issue, saying things that are clearly false, engaging in uncivil behavior, etc.). Likewise, the institutional structures of U.S. government are quite complicated and confusing (e.g. the structure and process of Congress). Additionally, the news media often talks about “public opinion” but rarely in a way that enlightens us as to how people form and change opinions or how this collective opinion is measured and properly interpreted. The media itself, and other groups outside the formal “institutional” government such as interest groups and political parties, presents us with additional players and forces in the political process that add to the complexity. Given all of these questions and complex aspects of American politics, being baffled and confused is
reasonable! However, this course aims to make American politics clear and understandable. In this course we will be moving beyond mere “civics” by examining politics using several principles, or methods, of analysis. These principles will help you move beyond mere opinion and to begin thinking more deeply and precisely about politics. Most importantly, this course is aimed at helping you cut through the fog of distortions and confusion that often surrounds politics and political talk to get at the truth. And, in light of this goal, we will be examining the root goals of politics from a Christian perspective.

II. Prerequisites:
There are no formal prerequisites for this course. The only things you need to bring to the course is a willingness to think seriously about complicated and controversial topics, a commitment to hard work, and an interest in American politics.

III. Course Objectives:
This course has four key objectives:
1. Students will learn to define key terms used in political science and politics. While this will involve some memorization, students will learn to explain the significance and application of these terms (e.g. the relation of terms and concepts to one another, the location of the ideas in a larger context, etc.). This goal will be tested in all sections of the exams.

   -IDEA Student Course Evaluation question: “Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)”

2. Students will learn to interpret politics and political phenomena using political science methods. These methods of analysis (rationality, institutions, collective action, policy, power, and history) will be essential in the ID section of the exams and News Brief Analysis papers.

   -IDEA Student Course Evaluation question: “Learning to analyze and critically evaluate ideas, arguments, and points of view.”

3. Students will learn to evaluate politics from a Christian perspective. Students will be expected to critique and contrast various positions and realities with the ideals, patterns, and principles of Christianity. The first unit and exam will have a focus on the relation of Christianity and politics.

   -IDEA Student Course Evaluation question: “Learning to analyze and critically evaluate ideas, arguments, and points of view.”

4. Students will be guided in the art of civil political discussion. Students will learn to present a reasoned argument for your considered views on politics. A key aspect of this is to learn how to defend your views while respecting and honoring others. This will also involve learning to approach topics and issues from multiple perspectives and worldviews. In-class activities, discussions, simulations, and the Poster Debates will promote productive discussion.
-IDEA Student Course Evaluation question: “Learning to apply course material (to improve thinking, problem solving, and decisions)”

Students may bring other objectives to the course as well. Worthy additional objectives include becoming a more informed voter and learning how to be informed about current events. Goals like this will be well served by this course, though they will not be part of evaluations.

IV. Course Texts:
   -The book is available at the campus bookstore.

2. Students should regularly consult and perhaps subscribe to a major news source such as the New York Times, Wall Street Journal, The Washington Post, and NPR to get in-depth coverage of current events.

3. E-mailed News and Current Events Articles: Throughout the semester I will regularly e-mail one or two relevant news articles or opinion columns on issues and current events. You are encouraged to use these to write your News Analysis Briefs and often these articles will aid in understanding the application of class ideas to political realities. In short, these articles are also required reading for the course and are “fair game” on exams.

4. Other texts will be provided online on Model or distributed in class.

All texts listed under the class dates are required except when they are prefaced with “Recommended.” These recommended texts may be helpful (particularly if you are interested in the topic or are discussing it in your briefs or debate topic) but I will not expect you to be familiar with them for the exams.

V. Assignments and Grades:
News Analysis Briefs:
Each student will write two 1-2 page news analysis briefs during the semester. These briefs will specifically use one of the principles of analysis from the toolkit given in this course (rationality, institutions, collective action, policy, power, history) to analyze a recent or current event in American politics. These briefs involve three steps.

First, you should select a piece of quality journalism on a recent event or issue in American politics. You are welcome to use the news articles that I send out to write your briefs. However, you are also welcome to use articles and quality opinion pieces from reputable sources that were published in the past six months. The following is an approved list of quality sources that you may use: The New York Times, Time Magazine, The Washington Post, The Wall Street Journal, The Atlantic, The Huffington Post, The New Republic, National Review, Politico, The Daily Beast, The American Conservative, NPR, The Weekly Standard, Christianity Today, World Magazine, The Hill, Slate, The Nation, The Star Tribune, and First Things. You also may
bring me an article from another source and ask if it can be used. You may only use an article from a source not listed here if I approve it prior to the due date. A brief written on an article from an unapproved source will earn an “F.”

Second, you will analyze the article using one of the principles of analysis in the class. For example, the brief could examine how the article correctly or incorrectly considers the role of collective action in an event. Or, the brief could note the rules and incentives in a particular institution and how these structures are leading to or have led to a particular outcome. In short, you will need to select an appropriate principle of analysis (and there generally will be more than one that could be fruitfully used) and analyze the current event or issue or the nature of the article itself using this principle. You should state in the brief which method you are using.

Third, you will write a 1-2 page brief that does three things. First, it will summarize the article under consideration. Second, it will explain your analysis using the principle of analysis used. Third, it will explain a conclusion that can be drawn from the information in the article using the principle of analysis and possibly propose an additional conclusion or insight that the article does not reveal but the principle of analysis suggests. (Hint: to get beyond a “B” on this assignment you must impress me in some way by going above and beyond the basic requirements of the assignment. This could be by examining particularly complicated phenomena, using a more extensive article, and coming up with original evaluations or critiques of an article.)

I strongly recommend that you come to my office to discuss your brief and/or show me a draft of your brief. This can be done at any stage of the process (and can be done multiple times) but should occur at least a few days before the due date for the brief. I will not look at emailed briefs.

Brief Assignments Format:
The following rules should be observed: 1. The top of the first page should include your name and the bibliographic information for the article you are using (author, title, name of the source, date published, url). 2. All quotations and any ideas from the article should be acknowledged through quotation marks and references in your text (e.g., “according to the article…”). If you use any quotations or information from sources besides the article you are focusing on for your brief you must acknowledge it in some way and include an additional bibliography on another page (see the rules on plagiarism for more on this). You do not need to reference the textbook. 3. Font should be 12 point, Times New Roman, Double Spaced. 4. Document margins should be one inch on all sides.

IMPORTANT: The Briefs must be turned in on Moodle. Briefs turned in any other way will not count.

Exams:
Exams will consist of multiple-choice, fill-in-the-blank, short answer identifications, and (on the Final) essay questions. Many of the questions will center on the ID terms. The IDs will be key terms discussed in the course texts and in class. The in-class quizzes will give you an idea of the kinds of questions that may be asked on the exam. In the short answer identification section
students will be expected to provide the correct definition of the term and note a reason that the term is significant for the course. More on how to discuss a term’s significance will be noted in the Review Sheet that will be distributed prior to each exam.

Each exam will focus on the part of the course just covered, though the later exams will assume understanding of the previous parts.

The first and second exams are each worth 20% of the course grade. However, the final will include a set of multiple-choice questions that will comprehensively test your grasp of core parts of the course. This section of the final will consist of the questions asked of students in the test from the first week of class. The comprehensive section on the final is worth 5% of the course grade. Additionally, the Final Exam will include an essay section. The essay section will be worth 5% of the course grade. Thus, the third exam, the Final, will be worth 30% of the course grade in total.

Quizzes:
Throughout the semester there will be “pop” quizzes at the end of class. Students should expect at least one quiz per week. The quizzes can test your knowledge of any class material covered thus far, though they will usually focus on the material covered within the last week. They may include multiple choice, true/false, matching, short answer, definitions, and reflection questions. Each quiz will be scored out of 10 points and your lowest two scores will be dropped.

Poster Debates:
A. Each student will be required to participate in an in-class poster debate. Each debate will be centered on affirming (Affirmative team) or denying (Negative team) a particular statement. Students will work in teams of 2-4. Early on in the class you will turn in your top three ordered preferences on the debate topics/sides and you will be assigned a debate group (I’ll do my best to assign people to their top picks). Each team will be expected to meet at least twice before their debate to divide up tasks (research, paper writing, presenting, and poster making responsibilities) and compare notes. Teams should meet for the first time at least one week prior to the class in which they will debate/present their poster, and meeting earlier is strongly recommended.

B. Each debate poster should do the following:
1. Introduce the issue and clearly state the position of the group (including whether they are affirmative or negative)
2. Offer arguments and evidence to support the position; these should be separated into distinct points/reasons that are both internally coherent and cohere as a whole
3. Summarize the arguments and points and give an overall concluding argument about why the group’s position is right; this also includes responding to key counterarguments the other side might present
4. Posters should include visual elements that aid in illustrating points, peaking viewer interest or sympathy, and presenting facts. A key challenge is finding a balance between written text and visuals that will persuade a viewer. Be careful about the size of the text and the readability of the poster.
C. Each team must also prepare a joint 3-5 page summary of the main arguments and evidence they used with a bibliography of sources. Each group will jointly turn in only one summary paper to the instructor on the day they present their poster. These papers will be evaluated based on the quality of the arguments, the overall organization, and the number and quality of sources.

The format for the paper should follow the following guidelines: 1. The text should be Times New Roman, 12 point, double-spaced. 2. The margins should be one inch on each side. 3. You must use Chicago Style for footnotes and the bibliography. If you are not familiar with Chicago-Style, use the following link: http://www.chicagomanualofstyle.org.ezproxy.bethel.edu/tools_citationguide.html

D. On the day that the group is assigned to present their poster and “debate,” the class will follow this general format:
1. Just prior to class each team will hang their poster on one of the walls of the room. Both sides of each issue should be near each other.
2. Each team will be with their poster and talk with the other members of the class about why their position is right and try to convince them using the poster to persuade them.
3. Students who are not part of a team presenting that day should go to each team and listen to their presentation. They should feel free to ask questions and offer counter-arguments. However, each of these encounters should be respectful and last about 5-7 minutes each.
4. Students who are not presenting a poster will fill out a ballot that says which poster they found more persuasive on each issue debated that day. These ballots will be secret. Also, there could be a quiz on these days (so do NOT skip poster debate days when you are not presenting).
5. The winning team members in each debate will be awarded a 2% extra credit in the course (aka 20% extra credit on the assignment grade).

Grades for the debates will be determined as follows:
1. Quality of the presentation and poster (coherence of ideas, use of researched factual evidence, poster quality as outlined in “B”, and thoughtful responses to questions posed by instructor and others): 50%
2. Summary Paper (number and quality of sources of evidence, coherence and thoughtfulness of arguments): 40%
3. Peer Evaluations (these will be completed anonymously by all students and these grades will not be released until the end of the course): 10%

The following are the Debate Topic Statements and the dates on which the debate presentation will occur:

Debate Presentation Date: October 27
1. Christians should never resort to violence and should oppose all forms of violence. In other words, Christian politics should entail pacifism.
(Note: For this debate it might be useful to use and expand upon the authors from CWC that examine this topic such as Tertullian and Augustine; you also might consider the role of the value of “the sanctity of life”)

2. The ideals of capitalism or a “free market” ought to be fully embraced by Christians. (Suggested areas of focus for the negative team: environmental protection, care for the poor, disadvantaged communities)

3. Christians should support the acknowledgement of God in government. Declarations such as “Under God” in the Pledge of Allegiance, “In God we trust” on money, and invocations of God and scripture by officials and politicians are good. (The underlying issue of this debate is the proper relation of government and religion. Should Christians follow the “Two Kingdoms” view or the “Religion with the State” view?)

*Debate Presentation Date: December 8*

4. The Senate should eliminate the filibuster.

5. Supreme Court Justices should have a limited time of appointment (put another way, the Justices should no longer be appointed for life).

6. Restrictions and regulations for campaign finance should be greatly increased.

**Class Participation:**
Meaningful participation (asking questions, engaging in discussions, coming to office hours) in the class may result in extra credit being assigned. This extra credit is completely under the instructor’s discretion and judgment.

**Assigning Grades:**
Grades will be determined as follows
- Exam 1: 20%
- Exam 2: 20%
- Exam 3: 30%, (a 5% comprehensive multiple-choice section and a 5% essay section will be included on this exam)
- Quizzes: 15%
- Poster Debate: 10% (with a possible 2% extra credit)
- News Analysis Briefs: 5%

Scale: F=0-59%; D-=60-66.9%; D+=67-69.9%; C-=70-72.9%; C=73-76.9%; C+=77-79.9%; B-=80-82.9%; B=83-86.9%; B+=87-89.9%; A-=90-92.9%; A=93-100%

**VI. Ground Rules:**
1. The last day to add/drop a class is September 5. The last possible day to withdraw from the course is November 17. Except for an extreme medical or family emergency, incompletes will not be given.

2. Any missing papers, debate materials, quizzes, or exams count for a grade of 0.
3. Late assignments will be penalized by one letter grade (10%) each day they are late.

4. Except in cases of medical excuse, religious holidays, family emergencies, and excused university activities (such as sports commitments) **in-class assignments, quizzes, and exams cannot be made up.**

5. The following is university policy on Academic Honesty. These rules will be enforced in this course. Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance are prohibited. Examples of such activities include, but are not limited to, the following definitions:

1. **Cheating:** Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade; etc.

2. **Plagiarism:** Using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another’s work (paper, lab report, article, or computer work) as one’s own original creation and submitting it for an assignment; using someone else’s ideas without attribution; failing to cite a reference or to use quotation marks where appropriate; etc.

3. **Fabrication:** Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; fudging data; citing nonexistent or irrelevant articles; etc.

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Concerns about course content and procedures should be addressed first to the instructor and then to the department chair. If after talking with the instructor and the department chair, the issue has not been resolved, the student should contact the appropriate divisional dean.

9. This class may, at times, touch on and even dwell on and delve into extremely deep and personal subjects. In order to have a productive class where everyone can learn, we all must be respectful and considerate of others views and beliefs. It is also important that we show respect to one another by not making remarks that are demeaning of others (e.g., sexist, racist, bullying). While I expect you to hold your own position with conviction, I also expect you to be mature adults when speaking about your views. Anyone who is abusive or gratuitously insensitive will be rebuked and possibly asked to leave the class.
VII. Calendar of Readings and Class Subjects:
The following is a tentative schedule of class topics and readings. I reserve the right to modify this plan. Should a change be made, you will be informed with a reasonable amount of time. The most likely reason for modification will be if we begin falling a bit behind in covering material.

August 28
A. Begin viewing “The Armor of Light” (first 6 minutes); First reactions: How ought Christians engage in politics? Should Christians be political? What do you think was right or wrong about what happened?

B. Introductions, Who am I and who are you (and what do you hope to get out of the course)? What will I learn in this course (what will I know and be able to do by the time we are done)? Where does Political Science fit within the university structure?

C. Core Course Concepts Comprehensive Test

Readings: The Syllabus

August 30
A. Overview of the course and review the syllabus; What is Politics and Government (and why should I care about them)? What is “Political Science” and what does a political scientist do?

B. Continue thinking about the proper role and place of Christians in politics by viewing “The Armor of Light.” What does it mean to apply Christian values to politics? Can engagement with politics lead to a corruption of Christianity or Christian individuals? Think about what good is being done and what harm is being caused.

Readings: Lowi, et al. p. 2-7

September 1
Should a Christian care about or be involved in politics? Conclude watching “The Armor of Light”

Readings: Stott, “Loving Our Enemies” on Moodle

September 4
Labor Day, No class!

September 6
“Two Kingdoms” vs. “Religion with the State”
Readings: Witherspoon excerpt and Backus excerpt on Moodle

**September 8**

Readings: Lowi, et al. p. 7-17

**September 11**
Analytical Methods in Political Science: Policy Principle, History Principle, Power Principle, Data and Statistics (the basics); sampling, averages, post-hoc fallacy, and being a savvy consumer of data (Perhaps begin the Founding?)

Readings: Lowi, et al. p. 18-29

**September 13**
What is the Declaration of Independence, what does it say, why does it matter? How and why did we get the Constitution? What ideals, incentives, and circumstances led to the Constitution? Locke’s Right of Revolution and Republicanism

Readings: Lowi, et al. p. 30-40; Declaration of Independence (A3 in our textbook)
Recommended: The Articles of Confederation (A7 in our textbook)

**September 15**
Continuing the Founding: Did Christianity influence the Founding? In what ways did Christianity inform and influence the Founding Fathers and in what ways did it not? What parts of the Founding were clearly not (properly) Christian or were perversions of Christianity?

Readings: Mark David Hall reading (online)

**September 18**
What happened at the Constitutional Convention? What does the Constitution say? What rules/institutions does it prescribe? Who were the Anti-Federalists and what were their arguments? What do these arguments reveal to us about the Constitution?

Readings: Lowi, et al. p. 40-69

**September 20**
-Separation of Powers: The institutions and incentives of the Constitution and how these answer the worries of the Anti-Federalists
-In what ways did the Constitution realize and in what way did it go against or adjust the ideals of the Declaration and American Revolution of 1776? What did James Madison and the other Federalists say the Constitution was supposed to do (what was their political theory) and how did they respond to the Anti-Federalists?

Readings: Federalist Papers 10 and 51 (A34-A42 in our textbook), Lowi, et al. p. 92-99

**Recommended:** The Constitution of the United States (A13 in our textbook); Amendments to the Constitution (A24 in our textbook); The Federalist Papers are the most important explanation and description of how the authors of the Constitution understood the institutions they were setting up so all 85 are recommended. Our textbook has helpfully noted the relevant Federalist paper(s) in the margins of the Constitution. However, besides 10 and 51, reading 39 and 47-50 will greatly help you in understanding the theory behind the Constitution (particularly on the subjects of Federalism and the Separation of Powers). To read additional Federalist papers you can visit the following link: [http://thomas.loc.gov/home/histdox/fedpapers.html](http://thomas.loc.gov/home/histdox/fedpapers.html)

**September 22**
Viewing *Selma* excerpt (Preview for the Civil Rights section)

**September 25**
Federalism: The relation of the States and the National Government and how this has shifted through history

Readings: Lowi, et al. chapter 3

**September 27**
The Bill of Rights and Civil Liberties; What are “rights” anyway? How did we get the BOR? What do the various rights mean? How are these rights contested and controversial today?

Readings: Lowi, et al. chapter 4

-Early Course Evaluations

**September 29-October 2**
Civil Rights: The Struggle and Politics of Civil Rights of African Americans; How has racial segregation impacted American politics and what are the continuing effects of segregation? What inequalities have been removed for women, people with disabilities, and other groups? What is equality and what obstacles remain to its realization?

Readings: Lowi, et al. chapter 5
October 4

*Exam 1*

There will be at least one opportunity for an outside review session before this exam

October 6

What is Representation? How do the House and Senate differ in representation? What is the Electoral Connection?

Readings: Lowi, et al. p. 182-190

October 9-11

How is Congress organized? What are the Rules of Congress? What incentives, influences, powers, and such go into Congressional decisions? Power and Congress

Readings: Lowi, et al. chapter 6

October 13

*Fall Break, No class!*

October 16

How is Congress organized? What are the Rules of Congress? What incentives, influences, powers, and such go into Congressional decisions? Power and Congress

Readings: Lowi, et al. chapter 6

October 18-20

The Executive Branch: What is the history of the Presidency and what changed with the “Modern Presidency”? What are the formal and informal powers of the President? What resources does the President have? What are the limits of the President?

Readings: Lowi, et al. chapter 7; Recommended: Neustadt reading on Moodle

October 23

Viewing “Obama’s Deal” on the passage of the Affordable Care Act
You may view this in class, or on your own. However, this film is fair game for exams and quizzes.
http://www.pbs.org/wgbh/frontline/film/obamasdeal/
October 25
Advising Day, No class!

October 27
Poster Debate Day for debates 1-3

1. Christians should never resort to violence and should oppose all forms of violence. In other words, Christian politics should entail pacifism.

2. The ideals of capitalism or a “free market” ought to be fully embraced by Christians.

3. Christians should support the acknowledgement of God in government. Declarations such as “Under God” in the Pledge of Allegiance, “In God we trust” on money, and invocations of God and scripture by officials and politicians are good.

October 30
The Executive Branch and the Bureaucracy: What is bureaucracy? What is its relation to the President? What is the necessary function of bureaucracies in implementing laws? What are the main bureaucratic agencies and how are these organized? What factors lead to bureaucracy implementing laws well and what factors can lead to problems in implementation or even failure?

Readings: Lowi, et al. p. 290-299; Recommended: The rest of chapter 8

November 1-6
The Judiciary: the judicial Process, types of courts, and the politics of courts
The Supreme Court: How does the Supreme Court work, what are the procedures, who are the Justices and what are their powers/roles? What are the powers and limits of the Supreme Court? -What are the different judicial philosophies on the Supreme Court (Scalia and Breyer)?

Readings: Lowi, et al. chapter 9

November 8
Exam 2

At least one outside review session will be held before the exam
November 10-13
Public Opinion: What is it, how is it formed and changed, how is it measured, how does it influence government and policy?

Readings: Lowi, et al. chapter 10; Recommended: Zaller and Cramer readings on Moodle

November 15-17
Political Parties: How do parties form? What are the three parts of parties? What democratic functions do they serve? How do they organize Primary Elections? What are the party systems and are we in a realignment?

Readings: Lowi, et al. chapter 12

November 20
The Media: What is the media and how is it a political? What affects news coverage and how does news coverage affect government? Why do we need the media? Is the media biased (and if so, in what ways)?

Readings: Lowi, et al. chapter 14

November 27
Viewing All the President’s Men excerpt in class

Readings: Media unit readings and podcasts on Moodle

-News Analysis Brief 2 Due

November 29
What does it mean to have good journalism and how can we be able to discern and support truth in politics?

Readings: Media unit readings and podcasts on Moodle

December 1-6

-View The War Room

Readings: Lowi, et al. chapter 11
**December 8**
Poster Debate Day:
4. The Senate should eliminate the filibuster.

5. Supreme Court Justices should have a limited time of appointment (put another way, the Justices should no longer be appointed for life).

6. Restrictions and regulations for campaign finance should be greatly increased.

**December 11, 8:15-10:15am**
*Final Exam:* The exam will take place in our regular classroom

-There will be at least one review session offered prior to the Final
POS 221L: American Political Ideologies
Democracy, Liberalism, Conservatism, Libertarianism, Socialism, and beyond
Fall 2017

Class Meeting: MWF 11:10AM-12:00PM
Room: Robertson Center (RC) 426B

Instructor: Mitchell Krumm, Ph.D.
Both in person and in email please call me Dr. Krumm or Dr. Mitchell or Dr. Mitch.

Email: mik69385@bethel.edu
I am always available through e-mail. Feel free to contact me with any questions or difficulties you face regarding this class and to make appointments to meet with me. I usually respond within 24 hours, though I am a bit slower over weekends.

Office: AC 207
Office Hours: Monday 2:00-4:00pm, Tuesday 3:30-4:30pm, and by appointment.
I am often available on campus in my office. If the door is open you are welcome to drop in to ask questions or talk about politics or just talk.

Phone: 740-405-7632
You may call my phone during “reasonable” hours (generally 9:00am-9:00pm) unless you are facing a crisis. If you are facing a crisis, you may call anytime. If I am not in a position to talk I will not answer but please feel free to leave a message and I will return your call when I can.

Put These Dates on Your Calendar!
Midterm Exam: October 20
Paper 1 (5 pages): October 27
Paper 2 (10 pages): November 20
Paper 3 (12-15 pages): December 14
Final Exam: Thursday, December 14 at 8:15-10:15am in our regular classroom

I. Course Description:
It is quite common when listening to political news, commentary, or speeches to hear the words “Liberal”, “Conservative”, “Libertarian” and “Socialist” but what does it mean to be or call something or someone by one of these names? Further, what about descriptors such as “Green” or “Feminist” or “Fascist”? What are the basic ideas and theories that inform these ways of thinking? Where are they in conflict and where do they find agreement? How is modern politics and discourse shaped by the ideas they represent? This course will take up these questions by examining several figures who are generally regarded as central in defining these ideologies. By examining the thought and arguments that inform our modern political ideologies this course aims to equip students to better understand the deeper points of argument within modern American politics, to be able to engage in critical thought on each view, and to be better able to engage in political debate.
Further, students will be challenged to reconsider and deepen their own ideological positions, and learn to defend their position from strong challenges. Ideology is unavoidable in political thinking since ideology is essentially a political worldview. Everyone has a set of ideals, values, principles, ways of viewing the world, and various ideas about what constitute relevant facts for politics. Of course, one of the worst pitfalls for politics is becoming “ideological,” to begin thinking that only one ideology is acting in good faith, can give us insight, and has strong reasons for viewing the world as it does. By engaging in thinking about key primary texts that set out the major ideologies, students will be well equipped to move beyond merely being ideological and gain the fruits of a deeply considered political worldview/ideology. A crucial part of this will be considering the place of Christianity within ideological politics. How ought Christians hold political ideologies? How can Christianity help us in critiquing, modifying, and avoiding the worst parts of ideologies? In order to achieve these goals, this class will frequently note and discuss current events and political statements.

The course will consist of examining several key thinkers from each school of thought. Some will be among the foundational writers and others more contemporary incarnations of the ideology. Additionally, the course will take up analysis of current political debates and thought and how it relates to these ideologies. In addition to regular readings and class participation, each student will be required to write a 12-15 page paper in three stages, 6 one page briefs, and take two exams.

II. Prerequisites:
Either GES 130 or GES 244. You also should come prepared to have your worldview and political values challenged and deepened.

III. Course Objectives:
This course has four key objectives:
1. Recognize the richness of contemporary Western culture in light of the influences of the past 200 years.
2. Distinguish between several of the diverse ideas, events, and/or persons that have shaped contemporary United States culture.
3. Critique and evaluate various Christian responses to contemporary United States and Western cultures.
4. Discern how one’s values relate to new and changing situations and when to accommodate, resist or attempt to change.

In terms of the specific application of these goals to this course, by the end of the course students will be able to:
1. Define ideologies in a nuanced way. Students will read extensively from primary texts and then articulate their understanding of an ideology in a Brief. Students will be asked to comment on the role of Christianity in each brief.

- IDEA Evaluation: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Understand and evaluate the arguments, ideals, and reasons that undergird the ideologies that shape American politics. To accomplish these goals students will read many key texts and take exams to demonstrate their ability to describe and interpret of these ideas.

- IDEA Evaluation: Learning to analyze and critically evaluate ideas, arguments, and points of view

3. Students will learn to appraise their own political worldview by grappling with strong statements and arguments from several, often incompatible, ideologies. By writing a progressive paper during the semester students will learn to defend their own political worldview and learn to evaluate the different answers to key questions at the heart of political disagreements.

- IDEA Evaluation: Developing ethical reasoning and/or ethical decision-making

**IV. Course Texts:**


2. Students should regularly consult and perhaps subscribe to a major news source such as the New York Times, Wall Street Journal, The Washington Post, and NPR to get in-depth coverage of current events.

The books is (or will shortly be) available at the campus bookstore. Other texts will be provided online on Model or distributed in class.

All texts listed under the class dates are required except when they are prefaced with “Recommended.” These recommended texts may be helpful (particularly if you are writing about that topic or ideology in your paper) but I will not expect you to be familiar with them for the exams.

-E-mailed News and Current Events Articles: Throughout the semester I will regularly e-mail one or two relevant news articles or opinion columns on issues and current events. You are encouraged to use these to write your Discussion Briefs and often these articles will aid in understanding the application of class ideas to political realities. In short, these articles are also required reading for the course and are “fair game” on exams.

**V. Assignments and Grades:**

**Briefs:** Due on the day we begin a new unit on another Ideology

Six times during the semester you will need to write a brief defining “Democracy,” “Liberalism,” “Conservatism,” “Libertarianism,” “Socialism,” and one other ideology of your choice (i.e., “Green,” “Feminism,” “Racial Liberation”) and provide a brief description of the elements of your definition. These briefs should NOT attempt to offer arguments in favor or against the
ideology. You should simply offer a definition (in your own words) and a couple of paragraphs explaining the definition. In sum, the core of this assignment is simply one of definition.

Having read many central texts for an ideology, what do you think it means? The grade for these briefs will depend on the clarity and precision of your definition and your clear grasp of the ideas in the texts we have read and discussed.

These assignments are an opportunity for you to reflect on what we mean by these commonly used terms, not to assess their merit. These briefs must be 1 page in length. When you are writing a brief on a particular ideology it MUST be turned in on the due date immediately following the last class specifically on that ideology. In other words, on the day we begin a new unit on a new Ideology you must turn in a brief on the Ideology we just concluded.

The Briefs will be turned in on Moodle.

Exams:
Each of the exams will consist of two essays. Through a step-by-step prompt you will be guided through a systematic analysis of a set of ideas covered in the course. Each essay will count for 50% of the exam grade.

You will be given a review sheet a few days before each exam. Each exam will focus on the part of the course just covered, though the final exam will assume understanding of the previous parts.

Ideology Position Paper:
The central assignment for this course is the Ideology Position Paper. The core assignment for this paper is quite simple. Which ideological position do you find most compelling and why? In other words, you will need to choose and defend your identification as a proponent of Democracy, Liberalism, Conservatism, Libertarianism, Socialism, or one of the others.

This paper will be submitted in three parts. Each of these will build progressively on the others. As we go deeper into the course your positions will (hopefully) nuance and you will raise and respond to an increasing number of challenges to your position. Perhaps the most important challenge will be to reconcile your position with Christianity. How can you “redeem” your ideology so that in following it you still recognize Jesus as Lord?

Part 1: Due October 27
In five pages define your chosen ideology (thus far). You will need to describe it and the key arguments and reasons you have for adopting it. You should then note what you take to be at least one of the strongest arguments raised by another ideology. Be sure to honestly and completely present their case. Then, offer reasons and responses for why you continue to hold to your chosen ideology.

This stage presents the first part of a challenge that will continue throughout this paper. You must decide what you take to be the most important criteria and ideals in choosing an Ideology.
What are these ideals and what do they mean? Is it an ideal found in the Bible? If so, what does it mean and how can you know that other ideologies do not meet it, or at least are not as good?

Part 2: Due November 20
In this part you will need to deepen your response to other ideologies. You should present the arguments and views of at least two challenging ideologies in depth. At this stage, you also may find yourself wanting to defend a different ideology than the one you choose. If that is the case, then simply use the arguments you articulated in Part 1 as challenges to the ideology you now wish to defend. By adding and responding to these new challenges, your paper should now be 10 pages.

Part 3: Due December 14
For the final version of the paper you will once again need to deepen your response to other ideologies. You should also respond to at least one additional ideology. Most of all, you must also consider how your chosen position is compatible with Christianity. Be sure to think about critiques and arguments that Christian authors might offer against your chosen ideology. How can you redeem, modify, or defend your ideology from these criticisms? In considering and responding to Christian challenges to your chosen ideology, as well as nuancing and adding to the other sections of your paper, your paper should now be 12-15 pages.

Paper Formats (also applies to Briefs):
The following rules should be observed: 1. All quotations and any ideas from another source should be acknowledged using footnotes. In short, no plagiarism will be tolerated and presenting information without a source is nearly always a form of plagiarism. 2. Font should be 12 point, Times New Roman, Double Spaced. 3. Document margins should be one inch on all sides. 4. A bibliography should be included. 5. Footnotes and the bibliography must use Chicago-Style. If you are unfamiliar with Chicago-Style this link will guide you in using it: http://www.chicagomanualofstyle.org.ezproxy.bethel.edu/tools_citationguide.html

Paper Advice:
You should start working on each part of the paper at least a week before it is due. Starting only a few days before the paper is due is an almost sure way to earn a low or failing grade. This topic demands careful thought and working through difficult issues. Also, you should take advantage of my office hours. I am happy to help and offer encouragement and constructive criticism of ideas, outlines or drafts during my office hours. In the past, students who have taken advantage of this time have scored much higher on their papers.

Attendance:
Attendance will be taken in some way (sometimes though a sign up sheet and sometimes through a brief in-class written assignment) 12 times during the semester. Each attendance is worth 1 point of your attendance grade. If you are absent on the days it is taken your grade will be reduced accordingly. Also, if you are present for more than 10 attendance days, you will receive 1 point of extra credit per day (so you can earn 2% extra credit in the course if you are always present in class).
Class Participation:
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Final Exam: 20%
Briefs: 5%
Ideology Position Paper: 50% (Part 1 =15%, Part 2 =15%, Part 3=20%)
Attendance: 10% (with a possible 2% extra credit added)

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10 Fabrication: Submitting contrived or altered information in any academic exercise.
Examples: making up data for an experiment; fudging data; citing nonexistent or irrelevant articles; etc.

11 **Multiple submission**: Submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different classes; etc.

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7. Disability-related accommodations are determined by the Office of Disability Resources and Services (DRS). Students are responsible to contact the Office of Disability Resources and Services. Once DRS determines that accommodations are to be made, they will notify the student and the instructor via e-mail. Students choosing to use the disability-related accommodations must contact the instructor no later than five business days of when accommodations are needed. The instructor will provide accommodations, but the student is required to initiate the process for the accommodations.

8. Appeals related to grades and decisions of the registrar in applying academic policies to a course or requirements for a major or a minor should be made as soon as possible following the decision in question. The student will seek to resolve the matter first with the instructor or with the party directly responsible for the decision, and then with the department chair. (If the instructor is the department chair, the student should contact the appropriate divisional dean.) If after talking with the instructor and the department chair the matter is not resolved, the student
may appeal in writing to the appropriate divisional dean. This written appeal must be received within three weeks of the decision.

Concerns about course content and procedures should be addressed first to the instructor and then to the department chair. If after talking with the instructor and the department chair, the issue has not been resolved, the student should contact the appropriate divisional dean.

9. This class may, at times, touch on and even dwell on and delve into extremely deep and personal subjects. In order to have a productive class where everyone can learn, we all must be respectful and considerate of others’ views and beliefs. It is also important that we show respect to one another by not making remarks that are demeaning of others (e.g., sexist, racist, bullying). While I expect you to hold your own position with conviction, I also expect you to be mature adults when speaking about your views. Anyone who is abusive or gratuitously insensitive will be rebuked and possibly asked to leave the class.

VII. Calendar of Readings and Class Subjects:
The following is a tentative schedule of class topics and readings. I reserve the right to modify this plan. Should a change be made, you will be informed with a reasonable amount of time. The most likely reason for modification will be if we begin falling a bit behind in covering material.

NOTE: IAI=Ideals and Ideologies, our main textbook

August 28
A. What is Political Theory? Why is ideology unavoidable (aka, why do I disagree with our textbook at some points)? What are 4 core areas that ideologies attempt to systematically answer? What are some key questions and methods I can bring to texts?

B. Introductions, Who am I and who are you (and what do you hope to get out of the course)? What will I learn in this course (what will I know and be able to do by the time we are done)? Review of the Syllabus

Readings: The Syllabus

August 30
What is an Ideology? Terrell Carver’s argument; How does he define Ideology? What does he say an ideology does? What are the Marxist roots of this idea? Is the term bound to Marxism? What is the danger of ideologies for Christians?

Readings: IAI: 1.1 Terrell Carver—Ideology: The Career of a Concept; Peter Wehner “The Political Magic of C.S. Lewis” on Moodle
**Unit 1: Democracy**

**September 1**
Ancient roots of the ideals of Democracy; What did the early ideas of democracy think about it? What did they see as its strengths and weaknesses?

Readings: IAI: 2.2 Euripides—Democracy and Despotism, 2.3 Pericles—Funeral Oration, 2.4 Aristotle—Democratic Judgment and the "Middling" Constitution

**September 4**
Labor Day, no class!

**September 6 and 8**
Democratic ideals in modern politics; Is this the undergirding ideology, or one among others?

Readings: IAI: 2.5 Niccolò Machiavelli—What’s Wrong with Princely Rule?, 2.8 Alexis de Tocqueville—Democracy and Equality, 2.9 John Stuart Mill—Democratic Participation and Political Education, 2.10 Alexander Keyssar—The Strange Career of Voter Suppression

**Unit 2: Liberalism**

**September 11-13**
The early roots of Liberalism


*Brief on Democracy Due!*

**September 15**
Early American Liberalism, aka “Classical Liberalism” (can only “Liberals” claim the Founding Documents?)


**September 18-20**
The shift to a Progressive Liberalism

Readings: IAI: 3.20 T. H. Green—Liberalism and Positive Freedom, 3.21 Franklin D. Roosevelt—Commonwealth Club Address (1932), 3.22 Lyndon B. Johnson—"To Fulfill These
Rights": Speech at Howard University, 3.23 Barack Obama—Speech at Osawatomie, Kansas, 3.24 Paul Krugman—The Conscience of a Liberal

**September 22**
Presentation by Dave from Career Services

**September 25**
Christianity and contemporary Liberalism

Readings: Jim Wallis excerpt on Moodle

**Unit 3: Libertarianism**

**September 27**
Freedom as the opposition to coercion, the place of human wills in freedom

Readings: Hayek excerpt from “The Constitution of Liberty” on Moodle

**September 29**
Libertarianism and freedom as the opposition of government; freedom and markets; Is Libertarianism mere utopia or could it be achieved?


*Brief on Liberalism Due*

**October 2**
Contemporary defense of the market as freedom against liberalism

Readings: Nozick reading on Moodle (p. 203-210 required, the rest is recommended)

**Unit 4: Conservatism**

**October 4-9**
Edmund Burke: The Father of modern Conservatism

Readings: IAI: 4.28 Edmund Burke—Society, Reverence, and the "True Natural Aristocracy"; Additional excerpt from Burke’s “Reflections on the Revolution in France” on Moodle

*Brief on Libertarianism Due*
October 11
Reactionary Conservatism, Community based Conservatism, Tradition based Conservatism; What is being “conserved?” Where does Reagan fit in with all this?


October 13
Fall Break, no class!

October 16-18
Contemporary Conservatism; Paleo Conservatism, and Christian Conservatism

Rod Dreher excerpt from “Crunchy Cons” on Moodle; Yuval Levin “The Roots of A Reforming Conservatism” on Moodle

October 20
Midterm Exam

October 23
Paper writing day! I will be traveling so there will be no class

October 25
Advising Day, no class!

Unit 5: Socialism and Communism
October 27
The precursors to Marx and the Christian basis of this thought

Readings: IAI: 5.35 Thomas More—Utopia, 5.36 Robert Owen—Address to the Inhabitants of New Lanark

Part 1 of Ideology Position Paper Due
October 30
What is socialism and communism? What drives history? How does this reveal the oppression of markets?

Readings: IAI: 5.37 Karl Marx and Friedrich Engels—The Communist Manifesto, 5.38 Karl Marx—On the Materialist Conception of History

Brief on Conservatism Due

November 1-3
The Manifesto continued; Why are markets corrupt? How is capitalism perpetually in crisis in ways that oppress and harm the poor and working class the most? What is money and how is it a tool of oppression? How does money correlate with power? Can there be anything resembling freedom under capitalism?

Readings: Karl Marx excerpt from “Capital Vol. 1” on Moodle

November 6
The Revolutionaries who followed Marx; Where they faithful to Marx? Could socialism and revolution happen another way? Did they move beyond some of Marx’s failings?


November 8
Anarchist Socialist thought; Can socialism succeed? Is capitalism simply unbreakable? What ought to be the goals for socialists given the ongoing oppression of capitalism? Has the right revolutionary action simply not happened yet? Was Marx wrong to look for an actual revolution? Is Bernie Sanders a socialist?

Bhaskar Sunkara “Socialism’s Future May Be in its Past” on Moodle

Unit 6: Fascism
November 10–13
What is Fascism? What is a “nation” and a “race”? Is the “Alt-Right” Fascist?

Readings: IAI: 7.47 Joseph-Arthur de Gobineau—Civilization and Race, 7.48 Benito Mussolini—The Doctrine of Fascism, 7.49 Alfredo Rocco—The Political Theory of Fascism,
7.50 Adolf Hitler—Nation and Race, Paul Gottfried “The Decline and Rise of the Alternative Right” on Moodle

Brief on Socialism due

Unit 7: Liberation Ideologies
November 15-17
Race and oppression in the U.S.; What is necessary for reconciliation?

Readings: IAI: 8.52 Frederick Douglass—What to the Slave Is the Fourth of July?
8.53 Cornel West—Race Matters, 8.61 Gustavo Gutierrez- Liberation Theology
Ta-Nehisi-Coates “The Case for Reparations” on Moodle

November 20 and November 29
Feminism and the liberation of women; What does equality between the sexes mean?

Readings: 8.54 Mary Wollstonecraft—A Vindication of the Rights of Woman, 8.55 Olympe de Gouges—Declaration of the Rights of Woman and the Female Citizen, 8.56 Seneca Falls Declaration of Sentiments and Resolutions, 8.57 Marilyn Frye—Oppression, 8.58 bell hooks—Feminism is for Everybody

Ideology Position Paper Draft 2 Due November 20

November 27
I will be traveling, no class

December 1
Green Politics; How does ecology and environmentalism become an ideology? To what extent are Christian ideals of care for Creation compatible with or woven into this ideology?


Unit 8: Focusing on Christian Political Thought
December 4
What does it mean for an ideology to be Christian? The Question of Natural Law and the knowledge of principles and morals; If there is a “Natural Law” known to all, how would this impact an ideological position? If there is not a “Natural Law” or if it is not known by everyone (it is only revealed to Christians), then how does this impact an ideology?
Readings: Budziszewski “Natural Law Revealed” on Moodle; Hart “Is, Ought, and Nature’s Laws” on Moodle; Stott, “Loving Our Enemies” on Moodle

**December 6**
Classic Christian views of the relation of politics to Christianity

Readings: Excerpts from Knox, Calvin, and Luther on Moodle; You also should feel free to consult readings from CWC or Humanities courses
*Recommended:* Excerpted Christian authors under the “Christian Political Thought” tab on Moodle that may be useful in writing your final papers

**December 8**
Paper discussions and peer review; Review for the Final Exam

*Choose one of the other ideologies (Feminism, Racial Liberation, Green Politics) and write a brief on it. This is due today*

**December 14 at 8:15-10:15 AM**
*Final Exam:* The exam will take place in our regular classroom

*Ideology Position Paper Part 3 Due (Final Draft)*
Y319: The United States Congress  
Spring 2016

Class Meeting: Monday and Wednesday 11:15-12:30  
Room: Woodburn Hall 121

Instructor: Mitchell Krumm

I am always available through e-mail. Feel free to contact me with any questions or difficulties you face regarding this class and to make appointments to meet with me.  
mdkrumm@indiana.edu

Office: Woodburn Hall 344  
Office Hours: Monday 1:00-2:00pm and Tuesday 4:00-5:00pm and by appointment

Put These Dates on Your Calendar!  
February 17: Exam 1  
April 4: Exam 2  
May 2 at 10:15am: Exam 3 (Final)  
April 20: Book Report Due in class

I. Aims of the Course:
Congress embodies both high ideals and deep practical frustrations. Congress is the focal point of representation among the national institutions that govern the United States. The two bodies that make up Congress, the House and Senate, are more directly tied to the people than any other officials in Washington through elections. Still, Congress is also the center of frustrations for both policy makers and citizens. In addition to the recent increase of dangerous legislative strategies such as brinksmanship, widespread use of the filibuster, and the increasing polarization between the political parties, citizens have often felt that Congress is ineffective as a governing body. Adding to the frustrations is the feeling that Congress cannot be understood leading popular pundits to often simply conclude that Congress and Members of Congress are corrupt or acting in bad faith. However, it is the fundamental premise of this class that Congress can, to a large extent, be understood and that the process is largely rational. With that understanding, a greater appreciation of the ways the ideals are realized can be held along with a greater sense of where the weaknesses of our legislative institutions lie. With that said, this class in no way intends to indoctrinate students into which ideals or reforms might be best. Instead, the focus of the class will be in helping students understand the realities of Congress and then engaging with various perspectives and proposed reforms.

This class will be divided into three parts. First, we will examine the members of congress as representatives of their districts. In this part we will cover topics such as congressional elections, the relationship of congress people to their constituents, campaign finance, and how this connection sets up the incentive structure of individual congress people. Second, we will examine the policy making process. In this part we will delve deeply into the minutia of the rules and procedures that govern the ways that Congress can and does take action. Third, we will examine how Congress relates to the other governing institutions in the US (such as the
Executive branch, Courts, Interest Groups, and the Bureaucracy) and consider the effectiveness of Congressional policy in the US.

II. Requirements:
This class will be lecture based but involve many moments of discussion. Additionally, students will be required to participate in a debate in which they will present one side of a current controversy about Congress to the class. Students will be expected to attend class, do the readings on or before the day they are listed in the syllabus, take three exams, participate in one debate, and write a book report.

Required Texts:


2. Throughout the semester I will send out at least one relevant news article per week. These are required and will be “fair game” for the exams.

Options for the Book Report: (Students should choose and obtain ONE of these texts)


The first text is required for all students and is available at the IU bookstore. The options for the book reports should be available on Amazon and local bookstores. All four are on reserve at the Main Library. All other texts will be provided on Canvas or distributed in class.

All texts listed under the class dates are required except when they are prefaced with “Recommended”. These recommended texts may be helpful (particularly if you are interested in the topic or involved in a debate on that subject) but I will not expect you to be familiar with them for the exams. News articles sent out via Canvas are required.

Book Report: Due April 20
Each student will write a 4-5 page book report on a major academic work on Congress. Students should choose one of the options listed for the book reports (3-5 of “Texts”) OR students may propose a book on which to do a report. If you want to propose a book on which to do a report, you MUST obtain my permission at least three weeks in advance of the due date (March 30). There are many excellent recent books on Congress (e.g. Frances E. Lee, *Beyond Ideology: Politics, Principles, and Partisanship in the U.S. Senate*) but there are also many that would not
be suitable (e.g. because they are too difficult, not from a major academic source, etc.). If you write a report on a book that I have not approved, you will earn an “F” on the assignment. In sum, I choose the three books I recommend because they are classics that have shaped how we think about Congress and are quite readable. However, there are many other great books on Congress out there so if you want to read and report on one of them, feel free to send it along and I’ll let you know if it is an option.

These reports should summarize the central argument of the author and review the basic data and evidence the author used to reach his or her conclusion. Students should comment on how the argument from the book relates to aspects of the class. The best book reports will also offer an analysis of a specific aspect or claim of the book (a sub-thesis, not the main thesis).

Book Report Format:
While much of paper formatting is unimportant to me (as long as it is professional and consistent), the following rules should be observed: 1. All quotations and any ideas from another source should be acknowledged in some way (i.e. footnotes, endnotes, in-text citations etc.). In short, no plagiarism will be tolerated and presenting information without a source is nearly always a form of plagiarism. 2. Font should be 12 point, Times New Roman, Double Spaced. 3. Document margins should be one inch on all sides. 4. A bibliography should be included.

Advice:
You should start working on the report at least a couple of weeks before it is due. Starting only a few days before the paper is due is an almost sure way to earn a low or failing grade. It will take some time to read and think about one of the books and to write a thoughtful report. Also, you should take advantage of my office hours. I am happy to help and offer encouragement and constructive criticism of ideas, outlines or drafts during my office hours. In the past, students who have taken advantage of this time have scored much higher on their final papers. You should also consider using the Writing Tutorial Service in the Main Library.

Exams:
The exams will consist of short answer identifications and an essay. The IDs will be worth 60% of the exam grade and the Essay 40%. You will be given a review sheet a few days before each exam. Each exam will focus on the part of the course just covered, though the later two exams will assume some understanding of the previous parts.

Debates:
Each student is required to participate in one debate on Congress and a proposed area of reform. On the first day of class you will turn in your top three preferences on the debate topics and you will be assigned a debate group within the first week of class. For each topic, there will be two teams of 3-5 students. Each team will be expected to meet at least twice before their debate to divide up tasks (research and speaking responsibilities) and compare notes. To help in facilitating these meetings, one class period will be devoted to group meetings. Each team must also prepare a brief 5-6 page summary of the main arguments and evidence they intend to use for the debate (with a bibliography of sources). These papers are due at the time of the debate.
Each debate will use this format:
Affirmative (affirming the statement that is the topic of debate): 4 minute opening
Negative (opposing the statement that is the topic of debate): 5 minute opening
Affirmative: 3 minute rebuttal
Negative: 4 minute rebuttal
Affirmative: 2 minute rebuttal
Negative: 2 minute closing remarks
Affirmative: 2 minute closing remarks

Each team can decide who will give each speech and they can divide the time within a speech among multiple members if they want. Each team will also be given 30 seconds to prepare before each rebuttal speech.

After each debate, the students in the audience will vote for the team they believe won the debate and the winning team will receive 2 points of extra credit in the class.

Grades for the debates will be determined as follows:
1. Quality of the presentation (coherence of ideas, use of researched factual evidence, and thoughtful responses to the arguments of the opposing side): 40%
2. Summary Paper (number and quality of sources of evidence, coherence and thoughtfulness of arguments): 40%
3. Peer Evaluations (these will be completed anonymously by all students and these grades will not be released until the end of the course): 20%

The following are the Debate Topic Statements and the dates on which the debate will occur:
1. Ending privately funded congressional elections and adopting a system of publically funded elections is desirable. February 3
2. The United States should end the use of single-member-districts to elect congressional representatives and instead adopt a proportional representation system. February 10
3. Congress should be forced to only pass a balanced budget (where expenditures match revenue). March 7
4. The Senate should abolish the Filibuster. March 9
5. Divided Government is preferable to united government (in terms of Congress and the Executive). April 11
6. Congress should enact term limits to restrict the number of years a person can serve in the House and Senate. April 18
Attendance:
Attendance will be taken in some way (sometimes though a sign up sheet and sometimes through a brief in-class written assignment) 12 times during the semester. If you are absent more than twice when attendance is taken your grade will be reduced accordingly. Also, if you are present for more than 10 attendance days, you will receive 1 point of extra credit per day (so you can earn 2% extra credit in the course if you are always present in class).

Class Participation:
Meaningful participation (asking questions, engaging in discussions, coming to office hours) in the class may result in extra credit being assigned. This extra credit is completely under the instructor’s discretion and judgment.

Assigning Grades:
Grades will be determined as follows
Exam 1: 20%
Exam 2: 20%
Exam 3: 20%
Debate: 10% (with a possible 2% extra credit added)
Book Report: 20%
Attendance: 10% (with a possible 2% extra credit added)

Scale: F=0-59%; D-=60-62%; D=63-67%; D+=68-69%; C-=70-72%; C=73-77%; C+=78-79%; B-=80-82%; B=83-87%; B+=88-89%; A-=90-92%; A=93-97%; A+=98-100%

III. Ground Rules:
1. You can withdraw from the course with an automatic grade of W until March 13. Except for an extreme medical or family emergency, incompletes will not be given.
2. Any missing papers, quizzes, projects, or exams count for a grade of 0.
3. Late papers will be penalized by a full letter grade (10%) each day they are late.
4. Except in cases of medical excuse, religious holidays, or family emergencies, and excused university activities (such as sports commitments) quizzes and exams cannot be made up.
5. Please note carefully! People who copy or paraphrase one another's answers on an exam or paper, or copy material directly from a source without citing that source, or who hand in a paper written by someone else, or written for another course, will receive a grade of 0 for that exam or paper. Be sure you know how and when to use footnotes! Taking notes for profit (i.e., selling your class notes) is a form of academic dishonesty. Anyone found to be doing so will earn an F for the course.

Academic Integrity: As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). When you submit
an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Please be advised that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email, Canvas, or Oncourse violates both IU information technology and IU intellectual property policy. Selling the faculty member’s notes/study guides to fellow students in this course is not permitted. Violations of this policy will be considered violations of the Code of Student Rights, Responsibilities, and Conduct and will be reported to the Dean of Students as a violation of course rules (academic misconduct). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities.

6. Please see the University rules concerning Plagiarism. If you violate these rules, you could receive an F on the assignment.

Specifically:

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;

2. Using another person's ideas, opinions, or theories;

3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

4. Borrowing facts, statistics, or illustrative material; or

5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
7. Electronics in class are strongly discouraged unless you are specifically using a computer to take notes (and only for taking notes). With that said, research suggests that students who take notes on electronic devices do not retain information as well and have less useful notes for exam study. (http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/) Use of cell phones and computers is detrimental to your ability to focus on the class material and it is distracting to those around you. Also, please do not record lectures without the instructor’s express permission.

8. If you have a disability please inform me as soon as possible with proper documentation so that I can best accommodate your needs.

A Couple Extra Notes:
-This class will, at times, touch on and even dwell on and delve into extremely deep and personal subjects. In order to have a productive class where everyone can learn, we all must be respectful and considerate of others views and beliefs no matter what they are. While I expect you to hold your own position with conviction, I also expect you to be mature adults when speaking about your views. Anyone who is abusive or gratuitously insensitive will be asked to leave the class.

IV. Calendar of Readings and Class Subjects:

Part 1: Getting Our Bearings About Congress and this Class

January 11:
What is social science and how does it fit into the university? What is Politics and Political Science and why should I care? What is a legislature and congress (e.g. how does it compare to a parliamentary system) and why should I care about it? What are some big questions about Congress? Overview of the American Constitutional system (Separation of Powers, Federalism, and the basic structure from the U.S. Constitution); How does Congress fit in with the President, Supreme Court, state governments, and such?

Five modes of analysis: Rationality, Institutions, Power, Collective Action, Ideologies

Review of the class and syllabus; debate group preferences

Readings: This Syllabus
(Recommended: Federalist Papers 10, 51) http://thomas.loc.gov/home/histdox/fedpapers.html

January 13:
The Ideals of Congress: What is Congress Supposed to be?

Readings: Federalist Papers 52, 55, 56, 62
(http://thomas.loc.gov/home/histdox/fedpapers.html)
January 18:
*Martin Luther King Jr. Day: No class*

January 20:
The “Two Congresses” idea; What is Congress and how has it changed? An overview of the modern Congress

How do you Debate? A primer on being prepared and convincing!

Readings: *Congress and Its Members*, chapters 1 and 2

January 25:
In-class viewing of the film Lincoln: What does Congress look like in action? What has changed and what has stayed the same? How can we practice using the modes of analysis in this case?

Readings: Whatever is shown in-class is considered fair game for the exams, so in a sense the film is a text

January 27:
Debate Group Project Meetings:
Students will meet with their debate groups during class time. Students are welcome to meet in the normal classroom or arrange for a meeting elsewhere on campus. However, students are required to meet. Each student must send a 2-4 sentence report on the meeting to my email (mdkumm@indiana.edu) that includes two things. First, the report should note the main topic(s) of conversation such as the division of tasks among the group members, a summary of what information each member has found through research, and the structure of the presentation the group is preparing. Second, each report also must include a list of everyone who was present with them at the meeting. Students who do not attend these meetings will lose course attendance points and their overall debate grade will suffer.

Part 2: Congress and Constituents

February 1:
What does it take to run for Congress? Who runs and why?

Readings: *Congress and Its Members*, chapter 3
(Recommended: Gary Jacobson, *The Politics of Congressional Elections*, chapters 2 and 3 on Canvas)
February 3:
Congressional Elections: How do campaigns work? What factors effect who wins? What role does money play?

Readings: Congress and Its Members, chapter 4
(Recommended: Gary Jacobson, The Politics of Congressional Elections, chapter 4 on Canvas)

DEBATE #1: Ending privately funded congressional elections and adopting a system of publically funded elections is desirable.

February 8:
How do Congress Members relate to their districts? In what ways do they represent their constituents? How do they maintain their hold of their seats?

Readings: 1) Congress and Its Members, chapter 5

February 10:
What incentives do elections give Congress Members? How do these incentives help us to understand the motives and actions of both individual members and Congress as a body?

Readings: David Mayhew, Congress: The Electoral Connection, excerpts on Oncourse

DEBATE #2: The United States should end the use of single-member-districts to elect congressional representatives and instead adopt a proportional representation system.

February 15:
Review for Exam 1

February 17:
Exam 1

Part 3: The Policy Making Process

February 22:
Leadership and Parties in Structuring Congressional Actions; How does Collective Action happen at all in Congress? How is power allocated?

Readings: Congress and Its Members, chapter 6
February 24:
The Central Role of Committees in Congress; How does these institutions produce policy? Who has power?

Readings: Congress and Its Members, chapter 7

February 29 and March 2:
The Rules of Policy-Making in Congress; The Rules of Scheduling Bills and Ways Around Bills blocked in Committee; Rules of Debate and the Process of Bills on the Floor of the House; Why are the rules the rules in Congress, and how do they change (Rationality and Institutions?)?

Readings: 1) Congress and Its Members, chapter 8; 2) James Saturno, “Toppling the King of the Hill: Understanding Innovation in House Practice” on Canvas

March 7:
The Budget Process in Congress: A central moment of policy

Readings: Congressional Procedures and the Policy Process, chapter 2 on Canvas

DEBATE #3: Congress should be forced to only pass a balanced budget (where expenditures match revenue).

March 9:
Floor Procedure in the Senate

Readings: Gregory Koger, “Filibustering and Partisanship in the Modern Senate” on Canvas

DEBATE #4: The Senate should abolish the Filibuster.

Spring Break!

March 21:
How do Individual Members Vote and what considerations influence their decisions? What does “deliberation” look like in Congress?

Readings: Congress and Its Members, chapter 9

March 23:
How are Differences between the chamber’s resolved?
March 28:
What Happens AFTER Legislation is passed? How does Congress ensure (or not) its implementation? Working with and Overseeing the Bureaucracy

Readings: Congress and Its Members, chapter 11

March 30:
Review for Exam 2

April 4:
Exam 2

Part 4: Congress and other Institutions

April 6:
Congress and the Executive: A Constant Contest for Power with the President; The Role of the Veto

Readings: Congress and Its Members, chapter 10

April 11:
Congress and the Executive Continued


DEBATE #5: Divided Government is the preferable to united government (in terms of Congress and the Executive).

April 13:
Congress and the Courts; the role of Judicial Review

Readings: Congress and Its Members, chapter 12

April 18:
Congress and the Role of Organized Interests; the “Revolving Door” phenomena; Does money buy votes of legislation?

Readings: *Congress and Its Members*, chapter 13

DEBATE #6: Congress should enact term limits to restrict the number of years a person can serve in the House and Senate.

**April 20:**
Domestic Policy making in Congress; Case Study Example of Obama’s Healthcare Reform

Readings: 1) *Congress and Its Members*, chapter 14; 2) Mark Oleszek and Walter Oleszek, “Legislative Sausage-Making: Health Care Reform in the 111th Congress” on Canvas

**BOOK REPORTS DUE IN CLASS**

**April 25:**
Congress and Foreign Policy; the limits of Congressional Power and the Executive’s role

Readings: *Congress and Its Members*, chapter 15

**April 27:**
Assessing Congress: In what ways does the modern Congress succeed or fail to live up to the Ideals? In what ways is Congress a “Representative” Institution? In what ways is Congress an effective policy-making body?

Readings: *Congress and Its Members*, chapter 16

*There will be at least 1 outside Review session offered prior to the Final*

**May 2 at 10:15am-12:15pm in our regular classroom:**
Exam #3 (Final Exam)