

# Teaching Portfolio

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# TABLE OF CONTENTS

Statement of Teaching Philosophy.....	2
Summary of Teaching Experience .....	4
Student Evaluations.....	7
Faculty Observations.....	13
Representative Course Syllabi and Materials.....	15
The American Presidency .....	16
<i>Syllabus, Simulation and Paper Assignments, Sample Exam Study Guide, Sample Exam</i>	
Modern Political Thought.....	35
<i>Syllabus, Sample Paper Prompts, In-class Writing Assignment Prompts</i>	
Abbreviated Syllabi	
Introduction to American Politics .....	45
The United States Congress.....	49
Classical Political Thought.....	55
Foundations of American Political Thought.....	59
American Political Development .....	63
Religion and Law: A Wall of Separation.....	67

## Statement of Teaching Philosophy

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As a political scientist who grapples with some of the fundamental questions confronting liberal democracy, I am faced with the challenge of teaching students to intelligently wrestle with the difficulties and complexity that characterize political life. I like to give students a vivid analogy: studying politics is a bit like the old arcade game “whack-a-mole.” Solving one problem often results in another problem rearing its head. Politics is a series of tradeoffs—a theme that I make central in all of my classes. For example, in my class on the U.S. Congress, my students learn that instituting campaign finance reform to create more equal democratic participation potentially undermines the freedoms of expression and property. In *Modern Political Thought*, students learn that limiting power of the government provides a safeguard against tyranny but also potentially makes the government less efficient and effective. In addition to cultivating a more sophisticated understanding of politics, my teaching practice places a heavy emphasis on helping students to think outside of and to critically engage their particular ideological, moral, or partisan perspectives. I prioritize grounding their thinking in concrete facts and the explanations of political science, promoting open and reasonable dialogue, and developing their abilities to think like good political scientists and intelligent citizens.

To encourage students to grapple with complex political realities or to approach an issue as political scientists, I often raise a difficult question or present a dilemma to my students and press them to wrestle with it. Typically I first ask them to spend a few minutes reflecting on the issue in writing before asking them to share their thoughts within small groups and then with the whole class. During these discussions I challenge students by requiring them to articulate both sides of an issue and then to argue for their own position using evidence and sound reasoning. Sometimes I create an informal debate by dividing the class in half and having each group defend opposing sides. In my upper-level seminar on Congress, we took this exercise to the next level by holding formal debates. Though all my courses, I have found that this general approach stimulates their thinking, generates fruitful conversations, and allows them to better understand important concepts and tensions. For example, during one class I asked students to consider how much presidents should take into consideration public opinion in their decision-making—whether they should act more as a trustee or more as a delegate. Urging them to examine their own assumptions about representation, I invited them to write for a short time and then discuss their thoughts in small groups before sharing their views with the class. This approach helped students, who initially believed that the president should always be responsive to the demands of public opinion, gain a more nuanced perspective and begin to make intelligent arguments about the need for presidents to sometimes act as trustees. One student, for example, stated that the president should act more as a trustee in foreign affairs, where the president has more power and where the public is less knowledgeable, and that the president should attend more closely to the wishes of the public in domestic affairs. Another student commented that the president would do well to listen to the public especially when public opinion is clear on an issue but to primarily rely his or her own expertise and advisors when making decisions. Other students also offered good insights as well. Because I fostered vigorous discussion and challenged students’ presuppositions, the whole class learned not only the essential facts about public opinion but also gained a deeper understanding of its role in American politics.

As a teacher and political scientist I seek to impart these lessons about politics, as well as teach reasoning and writing skills and the essential theories and approaches of the discipline, using methods that will have a meaningful and enduring impact on my students. I aim to cultivate a deeper and more memorable learning experience for my students. One of the ways I have done this is

through conducting presidential advisory simulations. I divide the class into three large groups, each of which functions as a presidential advisory task force. Each student plays a particular role in one of the task forces, such as a political advisor, Cabinet secretary, or agency director. One group focuses on a specific domestic policy area, another group addresses a particular foreign policy problem, and the last group responds in real time to a simulated crisis event. The students are required to advise the president (my role) and provide a recommended course of action. Many students take their roles seriously and are wholly engaged in the simulations, making for lively and intelligent discussions. This interactive approach allows students to experience first-hand what we discussed in class and acquire a more profound and nuanced understanding of presidential decision making. Students also exercise their research and analytical skills through writing two papers in conjunction with the simulation. Before the simulations, students are required to coordinate with their fellow task force members and write a research paper in which they explain their role, agency or organization, constituency, goals, and policy proposals. After the simulations, students write a “post-game analysis” paper in which they apply the concepts and analytical approaches we study in class to their observations of the simulations. The simulations are filmed and the videos posted online, and I require students to observe and write about all three simulations in order to analyze the similarities and differences among the various advisory situations. A number of the students have written insightful analysis papers about their experience and have stated in their course evaluations that they thoroughly enjoyed and learned much from the simulations. Others spoke with me about how much more helpful the simulations were than a standard research paper and how they gained a better appreciation of the difficulties and challenges presidents face when making decisions. For example, one student wrote, “I most enjoyed the policy simulations because I felt as though they were the best at furthering my understanding of class concepts.”

In addition to interactions with students through discussions and simulations, papers and exams also play a central role in my teaching method. I have high expectations for my students and use exams and papers to assess their learning and to challenge them to stretch their analytical and writing abilities. I believe it is important to assess and develop students’ comprehension of essential concepts and ideas as well as their ability to engage creatively and intelligently with those ideas on their own. In my American politics courses I design the exams to do both. In my political theory courses I give student short in-class writing assignments to assess whether they understand the texts we have read and why they are important. I also assign longer papers which require them to develop their own arguments and analysis or to interact with the ideas and primary texts through other more creative approaches. For example, one prompt asks students to finish the narrative of Francis Bacon’s *The New Atlantis*. Students learn to employ creative fiction writing to make implicit statements about the relationship between religion and reason and between humanity and nature. In another prompt, students are asked to write a letter to a fictional modern-day ruler in the style of Machiavelli’s *The Prince*. I provide background on the fictional political situation, and students play the role of expert advisors who draw on particular political principles to advise the ruler how to maintain power and achieve success and thus demonstrate their comprehension of Machiavelli’s approach to politics. Although both of these formats are particularly challenging, many students immerse themselves into these projects and write with creativity and insight, and a number of them have told me that they both learned much through these projects.

In the future, I plan to offer other courses on American politics and political theory, including courses on religion, law, and politics as well as American political thought. I look forward to refining my methods and expanding the scope of my teaching practice and to continuing to dedicate myself to equip students with the skills and understanding necessary to be responsible citizens in today’s complex political world.

## Summary of Teaching Experience

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ASSOCIATE INSTRUCTOR, INDIANA UNIVERSITY, BLOOMINGTON

### Courses Taught as Instructor of Record

#### Y103: Intro to American Politics

This freshman-level course is designed for both future political science majors and for all students who seek to improve their understanding of American politics while seeking to fulfill one of their general education requirements. My approach to this course begins with the premise that political phenomenon, which can often be confusing and frustrating to students, can be understood and explained from the perspective of political science. To help us in this endeavor, we employed five principles of politics, related to rationality, collective action, institutions, policy outcomes, and history. Our goal in this course is to develop our analytical skills and apply fundamental political principles in order to 1) understand American politics from the perspective of political science and 2) grapple with questions and issues regarding power, institutions, ethics, and leadership. In the first part of the course, we examined the Founding documents and the fundamentals of American political thought. The rest of the semester was spent covering the conventional aspects of American politics, including civil rights and liberties, elections and campaigns, the three branches of government, the bureaucracy, political parties, organized interests, public opinion, and the media. Because of the timing of this course, we spent a significant amount of time discussing the 2016 general election. Evaluations took the form of four exams (mixed multiple choice, identification, and short essays questions) as well as two short discussion briefs in which students were asked to analyze a quality piece of journalism using one of the principles of politics. I was aided by two graduate teaching assistants, who mainly helped to grade papers and exams.

Date: Fall 2016

Enrollment: 125

#### Y318: The American Presidency

This class explored the many facets of the American presidency. In order to guide students' thinking, we approached our study of the presidency through four modes of analysis: legal, institutional, power, and psychological. After first considering the Federalists and the early debates over the executive branch, we examined the president's relation to the public and the media, presidential decision-making, the executive branch, the president's relationship with Congress and the courts, and other subjects. At the end of the semester, we briefly explored the psychology and leadership style of all of the modern presidents, from FDR to Obama. I conducted presidential advisory simulations in which students played the roles of various presidential advisors. In conjunction with the simulation, they wrote two papers: one to prepare them for the simulation and another to analyze the simulations in light of the concepts discussed in the course. Students also took three exams, which consisted of identification and essay questions.

Date: Fall 2014, Fall 2015, Spring 2016    Enrollment: 48 (Fall 2014), 55 (Fall 2015),  
29 (Spring 2016)

#### Y319: The United States Congress

This course was focused on teaching students how Congress and the behavior of its members both can be understood and explained from a political science perspective. We began the semester by examining the debates over the design of Congress at the time of the ratification of the U.S. Constitution. We then explored Congressional elections and "home style" before delving into the

various institutions and practices in Washington, such as party leadership, voting and deliberations, the committee system, and floor procedures. We concluded the semester with a more focused examination of Congress's relationship with the President, the bureaucracy, and the court system, as well as its role in fiscal and foreign policy. Because of the small class size, the course was run as a seminar with significant time allotted to structured class discussions. The small size also allowed for students to participate in a series of six short formal debates on various subjects related to the course. Debate resolutions covered the Senate filibuster, term limits, the single-member district system, and other topics. Students were required to work in teams and write debate briefs. In addition, students wrote a critical book review on a classic work on Congress and took three exams which consisted of identification and essay questions.

Date: Spring 2017

Enrollment: 28

#### Y381: Classical Political Thought

In this course we examined classical political philosophy beginning with the ancient Greeks through the late Middle Ages and concluding at the Renaissance. We conducted close readings of foundational texts by Plato, Aristotle, Marcus Aurelius, Augustine, and others. In the process, we explored key themes and trends in classical thought and wrestled with a variety of important questions about political philosophy and political life. Students wrote multiple short writing assignments in class to demonstrate their comprehension of the material, and they also wrote two papers which required them to critically and creatively engage with the texts and themes of the course. Due to the small size of the class, I was able to run the class as a seminar. This format emphasized instructor-guided open discussion and fostered many thought-provoking conversations about politics, philosophy, and ethics.

Date: Spring 2015

Enrollment: 13

#### Y382: Modern Political Thought

In this course we examined modern political philosophy from the Renaissance through the late nineteenth century. We conducted close readings of foundational texts by Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, and Marx, and others. In the process, we explored key themes and trends in modern thought and wrestled with a variety of important questions about political philosophy and political life. Students wrote multiple short writing assignments in class to demonstrate their comprehension of the material, and they also wrote two papers which required them to critically and creatively engage with the texts and themes of the course. This course was an intensive six-week summer course. Although the condensed nature of the course created challenges for both the instructor and the students, the concentrated and prolonged interaction with students created a uniquely fruitful and rewarding experience for all.

Date: Summer 2014

Enrollment: 14

## Courses Served as Teaching Assistant

### Y100: American Political Controversies

Assistant to Jacek Dalecki  
Tasks: Grading, meeting with students, administrative duties, co-lecturing one class with another teaching assistant.  
Date: Fall 2011

### Y103: Intro to American Politics

*In this course I led two 50-minute discussion sections each week that included about 30 students per section.*  
Assistant to Christine Barbour (Fall 2012) and William Bianco (Spring 2014)  
Tasks: Grading, meeting with students, administrative duties, leading discussion sections.  
Dates: Fall 2012, Spring 2014

### Y383: Foundations of American Political Thought

Assistant to Russell Hanson  
Tasks: Grading, meeting with students, administrative duties, assisting with exam and review material creation.  
Date: Fall 2013

### Y384: American Political Development

Assistant to Russell Hanson  
Tasks: Grading, meeting with students, administrative duties, assisting with exam and review material creation.  
Date: Spring 2013

## Awards

Outstanding Associate Instructor, Department of Political Science, Indiana University (2015)

## Professional Development

During my time at Indiana University I participated in three different graduate-level courses on pedagogy in political science. These courses were taught by Marjorie Hershey, who has been recognized at Indiana University for teaching excellence. For the first two courses, Professor Hershey and the graduate students met five times a semester. We explored all of the facets of teaching, such as lecturing, leading class discussions, motivating students, syllabi creation and course structure, and assessment design and grading. Much of the time during these classes was spent in discussion or practicing these tasks.

The third professional development course was a practicum for graduate students who were teaching their own courses for the first time. We met with Professor Hershey throughout the semester and also communicated weekly to discuss our classes and address questions and challenges that arose during our teaching experience.

Teaching in Political Science I: Understanding and Negotiating the Teaching Environment, taught by Marjorie Hershey (Fall 2011)

Teaching in Political Science II: Becoming a More Effective Instructor, taught by Marjorie Hershey (Spring 2012)

Teaching in Political Science III: Practicum, taught by Marjorie Hershey (Fall 2014)

## Student Evaluations

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### Quantitative Responses

During my teaching career I have consistently received excellent reviews from students. As demonstrated in the summary table, most students have given my teaching high marks on nearly all measures. The figures represent the percentage of students who “agree” or “strongly agree” with the statement. I have included Y103 (Intro to American Politics), Y319 (The U.S. Congress), Y381 (Classical Political Thought), Y382 (Modern Political Thought), and the most recent iteration of Y318 (The American Presidency) which I taught in the spring 2016 semester. Complete records of student evaluations are available upon request.

### Summary Table

	Percent Agreeing				
	Y103	Y318	Y319	Y381	Y382
<b>Global Items</b>					
Overall, quality of this course is outstanding	53	87	67	86	92
Overall, instructor is outstanding	74	96	67	86	100
<b>Instructor Characteristics</b>					
Organized this course well	81	100	100	90	83
Well prepared for class	96	100	95	100	100
Explains the material clearly	87	92	95	100	92
Enthusiastic about teaching this class	93	100	95	100	100
Makes the subject interesting	75	96	86	86	84
Stimulates my thinking	63	88	86	86	91
Knowledgeable on course topics	99	100	100	100	100
Treats students with respect	92	96	100	85	100
Fair and impartial	90	96	95	72	100
Makes students feel comfortable to ask questions	91	96	100	100	92
Skillful in developing classroom discussion	79	100	85	71	75
<b>Course Elements</b>					
I know what is expected of me in the course	ND*	ND*	ND*	71	92
Course assignments help in learning subjects	ND*	ND*	ND*	86	75
Overall, readings excellent	45	58	67	57	92
Grading procedures fair	48**	92	57	72	83
The exams cover the most important aspects of the course	79	96	95	86	75
The level of difficulty of this course is appropriate for me	65	79	80	57	92
<b>Student Development</b>					
I learned a lot in this course	71	83	95	85	92

\*No data. The student evaluations process changed beginning in the fall 2015 semester, and these questions were omitted from the questionnaires.

\*\* Grading done by teaching assistants, in coordination with the instructor.

### Evaluation Method

Official student evaluations have both quantitative and qualitative components. These evaluations are conducted at the end of each semester and summer term. A student volunteer distributes, administers, collects, and returns the completed questionnaires to the department. The instructor is not present while the students complete their evaluations, and the individual student evaluations remain anonymous. In fall 2015 semester, student evaluations moved to an online format in which students complete the questionnaire online during a three-week window at the end of the semester. To ensure participation, I set aside a time (during which I would leave the classroom) in class for students to complete the online questionnaire. Evaluation summaries are not released to the instructor until several weeks after the semester has ended and the instructor has submitted the final course grades to the university. Student response rates ranged from 54% to 86%, with an average of 73%.

### **Qualitative Responses**

Students had the opportunity to write comments at the end of their questionnaires. I have provided a sampling of the comments below from each of the classes I taught. Comments on the American Presidency come from each of the three times I have taught the course.

Even though the students would sometimes express the difficulties they encountered in their courses (usually having to do with the difficulty of the exams), a majority of students would consistently leave positive comments. In their comments, students frequently mention my enthusiasm and passion for the subject matter and my commitment to helping them learn and succeed in the course. They often commented that my energy and efforts made the class enjoyable and interesting and that they were encouraged to participate and invest in the course. Another common theme is my thorough knowledge of the material and my ability to clearly present it to students, as well as to relate our discussions to current events and controversies and to their own experiences. These comments are well-supported by the consistent high marks I consistently received on the quantitative portion of the evaluations.

### Y103: Intro to American Politics

*Commentary:* Despite the usual challenges that accompany teaching large class of 125 students of varied abilities and of ensuring the quality of grading performed by teaching assistants, the course was a success. Students expressed that they learned a lot and found the class discussions engaging and helpful. In addition to my enthusiasm for teaching, they appreciated how I was able to tie current events into the course material. Despite the anxiety that pervaded the campus atmosphere due to the general election season, I was able to consistently foster calm, intelligent conversations with the students about the campaigns. Both in their course evaluations and in private conversations, a number of the students expressed appreciation for how I facilitated class discussions in an unbiased manner, challenged them to consider alternative perspectives, and helped them make sense of the election process and results.

#### *Student comments:*

- “This course furthered my understanding of how the government works. I really liked Professor Kuchem’s understanding of politics. He always explained political events in a

rational way. He would present things and also explain both sides, which really helped me better understand politics and how I should respond to certain things I hear in the news.”

- “The course used present-day political news and applied it to the content of the course. In other words, what we were reading in the text book came to life through discussion on current topics that relate. My professor was very unbiased when discussing political issues and presented both sides of an argument in a fair way.”
- “Enjoyed discussing about current topics that are going on in politics right now in the world. This class really helped me understand these from different perspectives.”
- “He was very knowledgeable about material and gave some interesting perspectives and insights to real world events related to the class.”
- “The lectures are always interesting and cover material for the exams well. I also liked how we connected the class material to the current election.”
- “He answered all questions respectfully, no matter who the student was or what their intentions behind the question were.”
- “I really liked the discussions in the beginning of each class about the current events and the political races. Professor Kuchem tried to get us very involved in speaking about our opinions.”
- “I liked that there was always discussion about topics and all students were able to express their opinions or thoughts. I also liked that my instructor was very enthusiastic during all classes and made students interested.”
- “I appreciated the open class discussion and the help going into exams in the form of study guides so my studying could be more focused.”
- “I liked that he was willing to discuss the assigned readings instead of reiterating what was already assigned.”
- “The course was very nicely laid out and easy to follow. The professor was very energetic and excited about the course.”
- “The exams were very fair and he went beyond just the facts of politics. He challenged us to be open minded and understanding of others which I feel is very important.”

### Y318: The American Presidency

*Commentary:* Due to my teaching this course three times, I have received extensive feedback from students. Because most students have more knowledge of and interest in the Presidency than most other aspects of American politics, this is a very enjoyable course for both the students and me. The second time I taught this course I introduced presidential advisory simulations, which proved to be the most informative and enjoyable experience any of us have had in a classroom setting. Students often expressed how much they learned from the simulation experience, and how it set apart my class from other courses they had taken. Students also consistently commented on my passion for teaching, my knowledge of the course material, and my ability to explain the material and relate it to real-world events. Finally, students expressed their appreciation for my commitment to help them learn and succeed in the class.

*Student comments:*

- “Definitely one of if not the best political science courses I have taken at IU out of 5.”
- “It taught me so much and the teacher was very good at explaining the material. It made me realize that I want to be a political science minor.”
- “He was young and approachable, and he brought a non-obnoxious enthusiasm to the classroom. It was apparent that he knew what he was talking about and facilitated very good lectures in class.”
- “Professor Kuchem came into class each day very enthused about his lecture which helped to hold my attention and increase my desire to participate.”
- “I liked how knowledgeable Kuchem was. I feel comfortable asking questions because he would definitely know the answer. I also loved the simulation and how he prepared it. It was my favorite assignment of any of my classes this semester.”
- “Professor Kuchem was very knowledgeable about course topics and enthusiastic about the materials. The slides were very detailed and informative, and the material was related back to real-world situations.”
- “What I liked most about this course was that it was very interesting and important knowledge to know as a citizen of the United States. What I liked most about Matthew Kuchem was that he knew a lot about the course and that he was always excited to teach and even learn from students. He always asked about our weekends and our thoughts on issues.”
- “The course subjects were very interesting and the professor was very good at facilitating discussions as well as making sure we understood the material. I also very much enjoyed the few minutes at the beginning of class where we would discuss the primaries for the presidential race.”
- “I really could tell that Mr. Kuchem knows a LOT about this subject and that he is passionate about it. Taking this course at the same time as the primary elections was really helpful and interesting because Mr. Kuchem could help us as students move through the real world of political science. I think talking about currently events was my favorite part of this class and that is when I did the most about of learning. Mr. Kuchem was already very friendly and helpful to his students.”
- “He was very engaged as an instructor, always showing interest in his students and pushing them beyond the boundaries of what they already knew.”
- “He was super organized and told you exactly what he expected. I was treated with respect and really enjoyed being in class. If you put forth the effort you can get a good grade. I learned so much.”

*Additional comments on the simulation:*

- “I liked the simulation. I think that is a creative way to teach, I like being interactive, also it was much better than taking a test!”
- “I most enjoyed the policy simulations because I felt as though they were the best at furthering my understanding of class concepts.”
- “I liked the simulation and the topics that we covered. It has helped me learn a lot about the presidency which was my goal with the election coming up.”

- “The simulation was a great differentiator for this class that definitely stands out. I learned a lot and it made me realize the complexity and how ‘chess-matchesque’ foreign policy is.”

### Y319: The United States Congress

*Commentary:* Although students did comment on the difficulty of the exams, the students also consistently commented on my knowledge of the subject, my enthusiasm for teaching, and my ability to clearly communicate the course material. Conveying the course material in an interesting and clear way was especially challenging due to the often dry and technical nature of the inner workings of Congress. Thus, I intentionally spent the beginning of each class leading a discussion on current events in Congressional politics and relating them to the course material—something which the students appreciated. All of the activity surrounding the beginning of the 115<sup>th</sup> Congress and the Trump presidency provided many opportunities for class discussion and for bringing the course material to life. Students also expressed that they enjoyed and learned a lot from the semi-formal debates they participated in.

#### *Student comments:*

- “The readings were interesting and the subject material was always clarified well in lectures. I also liked the fact that what we were learning was always applied to current events in lecture.”
- “Very engaging teacher who was clearly enthusiastic about the class.”
- “The subject matter was very interesting and Mr. Kuchem had great knowledge of the material.”
- “The debates [were a] fun and engaging way to test knowledge and compete.”
- “Instructor seemed very knowledgeable in the subject in which he taught. The debates were the best part of the class, in my opinion. They gave us the opportunity to delve deeper into issues that were applicable to the course material, and were hot topics (some more contested than others) that are relevant to Congress today.”
- “Really gave a great understanding about how Congress is supposed to work and how it actually works in real life.”
- “The subject matter was very interesting and Mr. Kuchem had great knowledge of the material.”

### Y381: Classical Political Thought

*Commentary:* The readings in this very small seminar-style class proved to be a big challenge to students who were not used to reading canonical texts. Students appreciated that I worked with them to not only understand the difficult material, but to also help them grapple with it in an intelligent and engaging way.

#### *Student Comments:*

- “The instructor seemed knowledgeable about the subject matter. Hearing his thoughts on basic life questions was stimulating.”

- “The instructor really knew what he was talking about and is able to help students grasp better understandings when they were confused.”
- “MK was obviously very passionate and knowledgeable about how ancient and political philosophy has shaped Western/American politics. He made the topics and ideas concise and manageable to grapple with. I always enjoyed and looked forward to hearing his opinion.”

### Y382: Modern Political Thought

*Commentary:* Despite the challenges of teaching as the instructor of record for the first time and of this being an accelerated six-week summer course, this course went exceedingly well. The small class size coupled with the frequency and duration of our times together made for some very engaging discussions. The students commented on my commitment to not only helping them learn the material but also to honing their writing skills and capacity to think intelligently about the big questions of political life.

#### *Student Comments:*

- “Great professor. Very flexible with summer interview schedule, and inspired me to want to develop my thinking not only on the subject but also in other areas of life.”
- “[The] teacher did a great job of applying current situations to these text and stimulating discussions.”
- “What I liked most was how he got the entire class into discussions.”
- “Very thoughtful in teaching students proper writing skills.”
- “He is very adamant to keep talking to make sure everyone understands. He is very focused in order to help his students learn.”

## Faculty Observations

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Professor Marjorie Hershey has observed my teaching and written the following letter. She may be contacted at [hershey@indiana.edu](mailto:hershey@indiana.edu).

*Department of Political Science  
Indiana University  
September 12, 2017*

***To whom it may concern:***

I am very pleased to write on behalf of Matthew Kuchem's application for a position in your department. My letter will primarily address Matthew's teaching, though I have also had him as a student in my graduate seminar Approaches and Issues in American Politics. I head the teaching program for Political Science graduate students at Indiana University. He has taken three courses on pedagogy with me and I have consulted with him on many occasions about teaching and observed him in class, so I feel that I can evaluate his skills with some confidence.

My department uses great care in selecting advanced graduate students for the opportunity to teach courses as the instructor of record. It is a very good indicator of our esteem for Matt's teaching (and for his progress through our program) that we have asked him to teach a wide range of different courses – Modern Political Thought, Classical Political Thought, Introduction to American Politics, Congress, and the American Presidency (three times) – in addition to his several assignments as the teaching assistant to another instructor. He has done extremely well in a variety of teaching situations: courses in political philosophy as well as American politics, lecture classes (of 50-55 students) and more seminar-sized classes (with 13 or 14 students).

As you will see in his teaching portfolio, his students have agreed with my colleagues that he is an excellent teacher. His end-of-semester teaching evaluations have been extremely good, comparable with many of our especially good tenured and tenure-track colleagues. As a consequence, the department selected Matt for the Outstanding Associate Instructor award for 2015 – a singular honor.

As you can see from Matt's statement of teaching philosophy, he is very thoughtful and purposeful in his teaching; he poses weighty questions for students about the balance between representation and efficiency, between liberty and order. My experience in teaching tells me that these are the types of teachers who are most likely to engage students, to intrigue them about aspects of politics and governance that they may never have considered before, and in a way that gives them the opportunity to truly involve themselves and their experiences into the topics considered by the course.

I have had the pleasure of observing Matt's teaching several times in which he lectured and led discussions. There are many ways in which his excellence in teaching shows. He has adapted several active-learning techniques to engage his students. He holds debates in class with the aim of challenging students to consider seriously a view that differs from their prior assumptions. I was especially impressed with the simulation he developed for his course on the American Presidency. Students were divided into several task forces, and within each task force, given a variety of roles, including those of cabinet officers, political consultants, and heads of independent agencies. Each task force was given a specific issue or crisis to respond to. In that way, the various task forces weren't challenged to compete with one another but to gain an increased range of perspectives on presidential power and choices. By all accounts – his students' as well as Matt's own – the simulation inspired students to deepen their learning, improve their writing skills, and hone their ability to analyze.

I was especially impressed by the preparation Matt gave students for this simulation. He produced a seven-page set of guidelines to let them know exactly what would happen, what was required of them, and what standards he would use to evaluate their performance. This professionalism and careful planning is characteristic of Matt's approach not only to teaching but to his graduate program as a whole. I saw the same level of dedication and thoroughness in his writing and oral contributions to my core graduate seminar in American Politics; he had a thoughtful and insightful voice that added so much to the seminar.

Matt holds his students to high standards, and at the same time he shows them why it should be important to them to meet those standards for the sake of their own futures. He obviously cares enough about students' development that they give him high grades in student evaluations despite the demands of his courses. To me, that's the ideal situation: to truly teach our students while at the same time motivating them to want to do the learning.

In short, I strongly recommend Matthew Kuchem to you. I am entirely confident that he will do a wonderful job for you, as he has for us.

Yours sincerely,

*Marjorie Hershey*

Marjorie Randon Hershey  
Professor and Associate Chair of Political Science  
Professor of Philanthropic Studies

## **Representative Course Syllabi and Materials**

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I have provided representative materials from one traditional political science course and one traditional political theory course. I have included abbreviated syllabi from three other courses I have taught, as well as three courses I have designed and am prepared to teach.

In regard to the three proposed courses, the design of the two-course American political thought sequence reflects my experience with Russell Hanson's courses of the same titles, though some of the readings, subjects, and evaluation methods vary. The last proposed course is a specialized course that I designed on the subject of religion, law, and politics in the United States.

### **Representative Material for Selected Courses**

#### Y318: The American Presidency

- Syllabus (p. 16)
- Simulation and Paper Instructions (p. 23)
- Sample Exam Study Guide (p. 30)
- Sample Exam (p. 33)

#### Y382: Modern Political Thought (accelerated summer course)

- Syllabus (p. 35)
- Sample Paper Prompts (p. 41)
- In-Class Writing Assignment Prompts (p. 44)

### **Abbreviated Syllabi for Taught Courses**

- Y103: Intro to American Politics (p. 45)
- Y319: The United States Congress (p. 49)
- Y381: Classical Political Thought (p. 55)

### **Abbreviated Syllabi for Proposed Courses**

- Y383: Foundations of American Political Thought (p. 59)
- Y384: American Political Development (p. 63)
- Special Topics Seminar: Religion and Law - A Wall of Separation? (p. 67)

## **POLS-Y 318: The American Presidency**

### **Fall 2015**

Instructor: Matthew Kuchem  
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Class time: TR 1:00-2:15,  
Class location: Ballantine Hall 340  
Office hours: TR 2:30-4:00

### **Course Description**

Upon his election as president, President Truman said of Eisenhower, “He’ll sit there all day saying do this, do that, and nothing will happen. Poor Ike, it won’t be like the military. He’ll find it very frustrating.” Most people believe the president wields a great deal of power and can govern the nation as he or she pleases from the Oval Office. This impression is further fueled by the campaign promises of presidential candidates, who suggest that if only they are elected president, then they will be able advance sweeping policy changes that will transform the nation for the betterment of everyone.

In reality, however, the power of presidents is legally constrained by the Constitution; but more importantly, it is politically limited by Congress, the cabinet, the courts, K street, the bureaucracy, and foreign leaders. Presidents must learn how to navigate this extremely complex environment in order to maximize their effectiveness and attempt to deliver on their promises.

Understanding this unique office requires a framework comprised of different approaches. In this class we will use four dimensions of analysis (legal, institutional, power, and psychological) to understand the office of the chief executive in general, as well as specific presidents.

The class is divided into several parts. First, we will examine these four approaches to studying the presidency, as well as the debate over the proper powers of the chief executive that occurred prior to the ratification of the Constitution. In the second section, we will look at the process of electing a president—including nominations and campaigning. Next we will look at how the president interacts with the public and the media. In the fourth section we will look inside the White House at the president’s cabinet and decision-making processes, and in the fifth section we will examine the relationship between the president and other federal institutions, namely Congress and the Courts. We will then turn to look at the various types of policy-making realms—fiscal, domestic, and foreign. Finally, we will explore the psychology of presidents and study individual modern presidents from FDR to Obama. Toward the end of the semester the class will participate in a series of simulations designed to help us understand presidential politics through a hands-on experience.

## Course Goals and Requirements

The goal of this course is not merely for students to learn facts about the executive branch and individual presidents, but also to help students create a framework by which they can understand the presidency and American politics in general and also to grapple with questions and issues regarding power, institutions, ethics, and leadership. This goal can only be achieved if students consistently participate in class discussion, do the readings, and study for the exams, and actively participate in all aspects of the simulations.

**Readings:** Readings will come from a couple of textbooks, Canvas, and hyperlinks, as described in more detail below. Students will be expected to read all of assigned reading. If I sense that students are not reading, I reserve the right to conduct in-class writing assignments or turn in reading reports to encourage students to do the readings. I will also occasionally send out news articles, which students would do well to read.

**Attendance and Participation:** Students are expected to attend each class and participate in discussion. Attendance will be taken each day, and students are allowed two unexcused absences during the semester. Those who consistently participate and contribute to the class discussions will receive additional credit on their attendance and participation grade.

**Exams:** There will be three exams, and each will be comprised by a short-answer identification portion and an essay portion. Although the final exam will not be comprehensive, the exams will be cumulative. Students will need to call upon knowledge they have gained throughout the semester to do well on their exams, as well as their papers. I will furnish study guides before the exams to help you focus your exam prep.

**Simulations and Related Papers:** This semester we will engage in a role-playing exercise which will simulate the presidential advisory system. This involves all class members acting in role of presidential advisors. The class will be divided into three groups, and each group will actively participate in one simulation. Each of the three simulations will take place over three class periods—one class period for each simulation. The first group will focus on developing a domestic policy proposal for the president, and the second group will develop a foreign policy proposal. The third group will manage a crisis situation. This will allow us to see the differences in the decision-making process between domestic and foreign policy and also between programmatic and crisis decision-making. All students are expected to come to class for all of the simulations.

The simulation will be bookended by a couple of papers. I will make group and role assignments shortly after the first exam, after which you should begin working on your Pre-Simulation Paper. In this paper, you will explain your particular role, the history and function of your organization, and the formal policy positions of your department. This length requirement is 7-8 pages. In the Post-Simulation Paper, you will analyze the decision making dynamics of the task force in the simulation in terms of all of what we have been learning this semester. The length requirement is 5-6 pages. In addition, I may require students to do a couple of very short assignments in conjunction with in-class group-work to help prepare everyone for the simulations.

Students will be assessed and graded individually on their papers and then both individually collectively in their simulation groups (see grade breakdown below). In the simulation, I will assess how prepared each student is based on his participation in the simulation and his competence in fulfilling his assigned role. I will also assess how effective the group is in guiding the president’s decision-making process. In other words, there will be no free-riding. Students who fail to actively and consistently help their group prepare for the simulation will receive stiff point penalties.

I will provide more detailed instructions for the simulations and papers as the semester progresses. Take the simulation seriously, but have fun with it. The more work you put into it, the more realistic and enjoyable it will be.

## Readings

**Required Books:** Each student should acquire the following books. In order to maintain uniform pagination in class discussions, I would strongly recommend that these editions be used.

- George C. Edwards III and Stephen J. Wayne, *Presidential Leadership: Politics and Policy Making*, 9th edition (Cengage Learning, 2013). ISBN-13: 978-0840030122
- Fred Greenstein, *The Presidential Difference*, 3rd edition (Princeton: Princeton UP, 2009). ISBN-13: 978-0691143835

**Other readings:** All other readings will be made available on Canvas or through hyperlinks in the syllabus.

## Course Policies

**Grading Policy:** Course grades will be awarded on the basis of total points accumulated over all papers, quizzes, and classroom participation. The components are weighted as follows:

<u>Requirement</u>	<u>Possible Points</u>	<u>Weight of Final Grade</u>
Attendance and Participation	100	10%
Exam 1	200	20%
Exam 2	200	20%
Exam 3	200	20%
Simulation	100	10%
Pre-Simulation Paper	100	10%
Post-Simulation Paper	100	10%

The grade scale for the course, papers, and quizzes are as follows:

98.0-100	= A+	87.0-89.9	= B+	77.0-79.9	= C+	67.0-69.9	= D+
93.0-97.9	= A	83.0-86.9	= B	73.0-76.9	= C	63.0-66.9	= D
90.0-92.9	= A-	80.0-82.9	= B-	70.0-72.9	= C-	60.0-62.9	= D-
						Below 60	= F

**Absences:** Students will normally only be excused for *documented* illnesses and *documented* family emergencies, but students are allowed two unexcused absences. Attendance is absolutely mandatory on your simulation day. Your presence is vital if the simulations are to go well. An absence during your simulation will lead to a whole letter grade penalty on your final grade. In addition, students who consistently come late to class or leave early from class will be marked absent.

**Late Papers:** Papers must be submitted by the due date on Canvas. A late Pre-Simulation Paper proposal will be docked one letter grade if not submitted by the deadline and then will be docked additional letter grades for every 24 hours until the paper is turned in. There is no possibility of turning in the second paper late: a late post-simulation paper will receive zero points. Please don't turn in your paper a few minutes before the deadline. Allow yourself plenty of time to deal with any technical difficulties that may arise.

**Make-up Exams:** Make-up and early exams will *not* be given except in extenuating circumstances and at the instructor's discretion. A make-up exam may differ from the main exam. Those who are too ill to take an exam must contact me *before* the exam and submit the appropriate medical documentation before being allowed to reschedule the exam. Exams will be rescheduled at the earliest possible time.

**Learning Disabilities:** Students with documented learning disabilities or other chronic illnesses will be accommodated under the policies of Indiana University Bloomington. The policies and services are described at the Office for Disability Services for Students website: <http://studentaffairs.iub.edu/dss/>. If any student requires assistance or academic accommodations for a disability, please contact me within the first two weeks. You must have previously established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

**Academic Misconduct:** Academic misconduct will not be tolerated. Any exam or paper in violation will automatically receive a failing grade, and will lead to disciplinary action by IU and potentially a failing course grade. Academic misconduct includes plagiarism, which is defined by IU as "*the use of the work of others without properly crediting the actual source of ideas, words, sentences, paragraphs, entire articles, music, or pictures.*" The best way to avoid plagiarism is to properly quote and cite all of the references you have used in your papers. If you have questions about plagiarism or academic dishonesty in general, please consult me before you begin writing your papers.

**Recording Lectures and Selling Class Notes:** Please do not record the lectures in any way without my express permission. In addition, do not sell your class notes to the commercial services that been approaching students about selling notes and study guides to classmates. Any such action is in direct violation of multiple university policies, and will automatically lead to receiving a failing course grade and a report on your academic record. Just don't do it.

**Electronics:** Students are not allowed to use cell phones during class. I also strongly discourage students from using computers. I will allow computers for note-taking purposes only, but I hold

the right to revoke this privilege if it is abused. The use of electronic devices impedes your ability to learn in class and is potentially distracting to you and your neighbor. Also, please do not record the lectures in any way without my express permission.

**Incompletes and Withdraws:** Except for extreme medical and family emergencies, I will not give any incomplete course grades or permit withdraws after the withdraw deadline.

**Revisions to the schedule and syllabus:** I hold the right to change the schedule of assignments, readings, exams, as well as other aspects of the syllabus. If I do so, I will announce it in class and through Canvas.

## **Schedule**

Please be prepared to discuss the readings for each class. For example, you should have read Edwards and Wayne chapter 1 by the beginning of class on August 27.

### **IMPORTANT DATES**

- Exam 1: September 24
- Pre-Simulation Paper: October 28 by 11 p.m. on Canvas
- Exam 2: November 5
- Simulations: November 10, 12, 17
- Post-Simulation Paper: December 9 by 11 p.m. on Canvas
- Exam 3: During finals week. Time TBA.

(Put these on your calendar!)

### **PART I: INTRODUCTION**

**August 25:** Introduction to the class; overview of the syllabus

**August 27:** Approaches to Studying the Presidency

Readings: Edwards and Wayne chapter 1

**September 1:** The Original Presidency of the Constitution: The Federalist Perspective

Readings: Federalist Papers 68, 70, 71, 72, 73, 74

(<http://thomas.loc.gov/home/histdox/fedpapers.html>)

**September 3:** The Original Presidency of the Constitution: The Anti-Federalist Perspective

Readings: [Brutus X](#); [Federal Farmer XIV](#) (see hyperlinks)

### **PART II: ELECTING THE PRESIDENT**

**September 8:** The Nominations Process

Readings: Edwards and Wayne chapter 2; “The Nominations: Rules, Strategies, and Uncertainty” by Barry Burden in *The Elections of 2008* on Canvas

**September 10:** The General Election

Readings: Edwards and Wayne chapter 3

### **PART III: THE PRESIDENT AND THE PUBLIC**

**September 15:** The President and Public Opinion

Readings: Edwards and Wayne Chapter 4

**September 17:** The President's power of persuasion

Readings: Richard Neustadt, "The Power to Persuade" in *Presidential Power* on Canvas

**September 22:** The President and the Media

Readings: Edwards and Wayne chapter 5; "The Media Coloring the News" by Marjorie Hershey in *The Elections of 2008* on Canvas

**September 24:** **Exam 1**

### **PART IV: INSIDE THE EXECUTIVE**

**September 29:** The President's Advisors and Executive Decision-Making

Readings: Edward and Wayne chapter 6 (pp. 214-232); chapter 7

**October 1:** The President and the Executive Branch

Readings: Edward and Wayne chapter 8

### **PART V: THE PRESIDENT AND OTHER FEDERAL INSTITUTIONS**

**October 6:** The Institutionalization of the Modern Presidency

Readings: Terry M. Moe, "The Politicized Presidency" in *The New Direction in American Politics* on Canvas

**October 8:** The President and Congress

Readings: Edwards and Wayne chapter 9

**October 13:** The Rivalry between the President and Congress

Readings: "An Introduction to Presidential-Congressional Rivalry" by James Thurber in *Rivals For Power, 5th edition* on Canvas; Stephen Wayne, "From Washington to Obama: The Evolution of the Legislative Presidency" in *Rivals for Power 4th edition* on Canvas

**October 15:** The President and the Judiciary

Readings: Edwards and Wayne chapter 10

### **PART VI: THE PRESIDENT AND POLICY-MAKING**

**October 20:** The President and Fiscal Policy

Readings: Edwards and Wayne chapter 12

**October 22:** The President and Domestic Policy

Readings: Edwards and Wayne chapter 11

**October 27:** The President and Foreign Policy  
Readings: Edward and Wayne chapter 14

**Pre-Simulation Paper due Wednesday, October 28 on Canvas by 11 p.m.**

**PART VII: THE PERSON OF THE PRESIDENT (AND TASK FORCE SIMULATIONS)**

**October 29:** The Psychology of Presidents  
Readings: James David Barber, “Presidential Character and How to Foresee It” in *The Presidential Character* on Canvas; Greenstein chapter 1; Edwards and Wayne chapter 6 p. 202-214

(NOTE: In the week before your simulation, your whole simulation group should meet together according to the instructions you received).

**November 3:** In-class prep for simulations (no readings)

**November 5:** Exam 2

**November 10:** Domestic Policy Group Simulation

**November 12:** Foreign Policy Group Simulation

**November 17:** Crisis Management Group Simulation

**November 19:** The Modern Presidents: FDR to Eisenhower  
Readings: Greenstein chapters 2-4

**November 24 and 26:** Thanksgiving Break—no class

**December 1:** The Modern Presidents: Kennedy to Ford  
Readings: Greenstein chapters 6-9

**December 3:** The Modern Presidents: Carter to Bush I  
Readings: Greenstein chapters 9-11

**December 8:** The Modern Presidents: Clinton to Obama  
Readings: Greenstein chapters 12-14

**Post-Simulation Paper due Wednesday, December 9 on Canvas by 11 p.m.**

**December 10:** Simulation Debriefing and Thinking Critically about the Presidency

**Exam 3 during finals week. Time TBA.**

## **Y318: The American Presidency**

### **Presidential Advisory Simulation**

### **Foreign Policy Simulation Group**

#### **Overview**

This semester we will engage in a role playing exercise in which students take on the roles of various political actors to mimic the presidential advisory system. In this particular simulation, the president in consultation with his/her advisors will solve a policy problem.

The major purpose of this simulation is to familiarize you with the real world of politics and presidential decision making. In this simulation, you will see how different advisors assume different roles and what the consequences of that role are for the nature of the advice given. In short, you will come to understand Miles Law which states “Where you stand depends upon where you sit.” Moreover, this simulation allows you to examine presidential decision making more closely and relate it to theories we are studying.

The basic unit of the simulation is the advisory group or task force, which is in this case largely composed of members of the National Security Council. This council will meet to present the president (the instructor) with a policy to solve a particular foreign policy problem. In the simulation, students will play their assigned role and achieve the goals of their position while (hopefully) coming up with a position for the president to support. I encourage you to come up with a consensus though this is not necessary.

#### **The Setting and Policy Issue**

In this simulation, the president wants to reassess U.S. foreign policy toward Russia. Russia has been a growing threat and has become increasingly aggressive militarily, economically, and diplomatically. Although the Cold War has long been over, and although President Obama successfully negotiated the New START, some suspect that Russia is quietly becoming a threat to U.S. interests and general global stability. Most recently, Russia has become militarily active in Syria, propping up the Assad regime in defiance of the U.S. The president wants to completely reassess the situation with Russia and consider a new approach to dealing with Russia. Although the president thinks a tougher stance toward Russia is probably necessary, he is calling for a special task force to create a proposal (or set of proposals).

This simulation occurs in our present time. In other words, the setting of this simulation is actually our current situation. When gathering information and ideas, members of the task force can and should research what is currently going on with Russia, focusing specifically on information that is pertinent to their roles.

The president in the foreign policy simulation will be a moderate Republican. The president is not a traditional foreign policy “hawk”—the president realizes the limits of using the military force to accomplish foreign policy goals and is extremely cautious about military interventions.

But the president also believes that diplomacy is most effective when it is backed up by decisive action, standing one's ground, and a strong military. His philosophy is to "speak softly and carry a big stick"—to seldom use the stick, but to make it clear that he is not afraid to use it.

In regards to Russia, the president wants to policies that ensure that 1) Russia is not working against U.S. interests (both abroad and in regards to the safety and security of citizens at home) and that 2) Russia is not promoting tyranny or terrorism abroad.

This policy is comprehensive and must take into account the following: Russia's economy, national fiscal situation, its influence over petroleum markets, its economic and political relationship with European and Asian countries, its military actions and capabilities, U.S military actions and capabilities, U.S. economic interests in Asia and the Middle East, and anything else that might be related to advancing goals 1 and 2 above.

In this simulation, Democrats have a narrow majority in the Senate. The president will need to get support from Democrats for his policy proposal.

### **Group members and roles**

[names redacted]

- White House Chief of Staff:
- Secretary of State:
- Secretary of Defense:
- Secretary of Energy:
- National Security Advisor:
- Director of National Intelligence:
- Secretary of Homeland Security:
- Ambassador to the United Nations:
- Ambassador to Russia:
- Senior Advisor to the President:
- Chairman of the Joint Chiefs of Staff:
- Deputy Secretary of Defense:
- Deputy Secretary of State: Mitchell
- Deputy Secretary of Homeland Security:
- Deputy National Security Advisor:
- Director of the National Economic Council:
- Director of the Office of Management and Budget:
- Chair of Senate Foreign Relations Committee (a moderate Democrat):
- Ranking member of the Senate Foreign Relations Committee (a moderate Republican):

## **Role descriptions**

Each student will play his or herself. No one will play John Kerry, Ashton Carter, etc. Players will act roles in terms of who they represent and the position they hold. While each player has a specific goal, all players have one goal: protect your position. If things do not work out, you do not want the blame for the failure to fall on you. If this occurs, you will lose influence with the president or worse lose your job. I will provide some basic information each of the roles/positions, but your job is to research and become very familiar with your position.

### White House Chief of Staff

The chief of staff has two basic goals: (1) protect the president politically and (2) enact the president's agenda. The chief of staff has no sacred cows. S/he does not care what happens as long as they are consistent with these two goals. The chief of staff presides at the first simulation meeting and is the closest thing to a surrogate for the president. Thus, the chief of staff should be prepared to run the meeting, organize the order of presentations, and help lead the discussion. The chief of staff will deliver the task force's report to the president on the second meeting of the simulation. When meeting with the president, the chief of staff will call the meeting to order when the president walks into the room and will strive to keep the discussion on track.

### Department Secretaries and Agency Directors (and Deputy and Assistant Secretaries/Directors)

Regardless of the cabinet department you represent, your goal is to protect your department or section of your department (in the case of Assistant Secretaries, who oversee specific parts of departments). Specifically, you want to increase your department's budget and increase the power and influence of your department. You want the president to adopt your department's solution to whatever problem the president faces. The more money and authority your department has indicates your importance in the government. Consequently, the policies you pursue should reflect the priorities of your department and its constituents. Be sure to know who your constituents and relevant interest groups are.

Deputy and assistant department secretaries act to support the head secretaries, specifically to provide relevant information and expertise on the issue at hand. Deputy Secretaries manage the day-to-day affairs of their departments and are often heavily involved in developing the department's budget. Deputy and Assistant Secretaries and the head Secretaries should especially meet to collaborate.

### National Security Advisor (and Deputy NSA)

The National Security Advisor is responsible for advising the president on long term military and diplomatic strategy as well as responses to crises. S/he is especially concerned with maintaining the position of the US in the world and protecting the U.S. from terrorist attacks. This person must develop foreign policy solutions to various events/legislation and determine what other departments (e.g., State and Defense) and agencies (e.g., CIA, USTR) in the national security apparatus think regarding this event. The Deputy NSA should support the NSA in performing these functions.

### Director of the National Economic Council

This individual is the economic counterpart to the National Security Advisor. S/he is responsible for providing advice on the economic impact, both domestic and international, of policy decisions. This individual must develop and support policies that maintain economic success and coordinate the actions of relevant departments (e.g., Treasury, Commerce, Energy) and agencies (e.g., EPA, USTR) that influence the economy.

### Attorney General

In addition to being the head of a department (see above description for relevant role information), the Attorney General serves as the chief lawyer for the United States and the main legal advisor to the president. The Attorney General is concerned with matters of law enforcement and provides advice to the president and other cabinet members about the law, as well as the legality of proposed actions or laws.

### Director of National Intelligence

The Director of National Intelligence advises the President and the National Security Council about intelligence gathered across the intelligence community about all issues related to national security. He serves as the head of the intelligence community, and all intelligence agencies are required by law to report to the DNI (whether they always do is another matter).

### U.S. Ambassador to the UN

One of the highest ranking diplomats, the ambassador represents the U.S. to the Security Council and General Assembly of the UN. The ambassador not only promotes U.S. interests in the UN, but s/he reports back to the president about the affairs of the UN and makes recommendations how the U.S. should relate to the UN (and thus the global community). Ambassadors answer to the Secretary of State, although they are sometime included in high-level deliberations and may be in direct contact with the president.

### U.S. Ambassador to Russia

The Ambassador to Russia is concerned with gathering information about the situation in Russia and trying to understand and convey to the U.S. Russia's perspective on things. Ambassadors answer to the Secretary of State, although they are sometime included in high-level deliberations and may be in direct contact with the president.

### Director of the Office of Management and Budget

Although the main role of the Director is to help prepare a budget for the United States, the director and his office is integrally involved in assessing and modifying the policy proposals of other agencies and departments to make sure they fit within current laws as well as the president's policy goals, guiding the allocation of funds to those various departments and agencies, and assisting in developing cost estimates for proposed policies. As such, this Office and Director are involved in all major policy initiatives of the president and work closely with Congress on budgetary matters.

### Senior Advisor to the President

The Senior Advisor often serves as a close confidant to the president and serves in various capacities according to the wishes of the president. The senior advisor is generally involved in

strategic planning and political affairs. The senior advisor's main goal is to promote the president's agenda and protect him politically.

#### Congressional Committee Members:

Since the Senate is involved with Foreign Policy, two key members from the Senate will be a part of the president's task force. The Chair is drawn from the party that controls the chamber, and the Ranking Member is the highest ranking member from the opposition party on the committee.

These Senators represent the majorities and minorities in the Senate, as well as the various constituencies represented there. Although each of these members is primarily interested in getting reelected, they also wish to maintain their leadership positions and promote policies that advance the interests of their constituencies (which include their own states/districts, their own party delegations, and relevant interest groups). In this particular setting, they are largely interested in making sure the president's policy proposal aligns with the interests of their respective parties in the Senate. Senators—even those belonging to the president's party—want to protect their own turf. The president and his cabinet will need to work with them to build support for the president's policy program.

### **Procedures**

#### Preparations and Pre-Simulation Paper

Now that assignments have been made, students should quickly begin to research their role, the history and function of your organization, and policy positions of you and your organization. You should also identify your department's or organization's goals and constituency (and relevant interest groups) and make sure that you keep them happy. Remember that you not only serve the president but that you most likely serve other political interests as well (Congress, media, think tanks, interest groups etc.).

You will also present advice to the president from the viewpoint of your position. To prepare you for this task, the student will write a short paper explaining their role, the history and function of your organization, and the policy positions of you and your department/agency/organization. The Chief of Staff and the Senior Advisor should also develop their own recommendations, but with a particular focus on the political angle (working with other political players, both at home and abroad; protecting the president politically; considering the president's image and legacy). Ambassadors should research their country/organization (in this case, Russia or the UN), paying careful attention to the interests, goals, and perspectives of their country/organization.

Students should also research the current situation with Russia in order to understand Russia's interests and goals, as well as the current debates in the U.S. concerning the best strategies for addressing the problems surrounding U.S. foreign relations with Russia as well as Russia's involvement in global affairs. Finally, students should develop some proposals (with a focus on their particular role) about what course of action the president should take. They should briefly describe these proposals in the paper and continue to conduct research up to their simulation date.

The paper should be 7-8 pages and is due October 28. Even after the paper is done, I would encourage each student to continue preparing for the simulation by collaborating with others, continuing research on their role and policy proposals. Students are encouraged to come to office hours to go over the paper to make sure that they are ready for the simulation.

I would also encourage each of the members of the three advisory groups (foreign, domestic, crisis) to meet with each other to collaborate and pool resources and ideas as everyone prepares for their simulation.

Although you should conduct meetings among yourselves, we will spend one class period during which you will have an opportunity to meet with your group and brainstorm ideas and discuss your research.

### Simulation Meetings

The simulation will occur across two meetings. In the first meeting, which the group members will need to arrange outside of class, the chief of staff will preside. This meeting needs to happen no later than several days before the in-class part of the simulation.

In this first meeting, members should make short 4-5 minute presentations from their viewpoint. During the rest of the meeting, the task force will debate and negotiate a position to present to the president. In the meeting with the president, the presentation should explain the main recommendation(s) but briefly discuss all views. It will explain the problems with the other options and explain the benefits of the chosen option (assuming consensus). If there is no consensus, each position should be explained and defended before the president.

Treat this meeting as the real thing. Find a good room for the conference, dress professionally, and act like you would in such a context. The Chief of Staff can and *should* report to the president about any significant problems that arise during the meeting, such as lack of cooperation or inadequate preparation or participation by task force members.

The second meeting will take place on the designated simulation day (see syllabus) during the normal class period. At this time, the task force will meet to present its recommendations to the president. The task force should designate appropriate people to present the relevant information, though each individual should prepare relevant information and answers for questions that pertain to their role.

Remember that the president is busy, so keep the presentations concise. The president will listen to the task force, ask questions. If you are unable to answer the questions, the president may fire you on the spot. The president will listen, ask questions, and participate in the discussion. If you are unable to answer the questions, the president may fire you on the spot.

Again, please take the simulation seriously. It will actually be more enjoyable and educational for everyone if you do! Everyone should dress and act professionally and play their role to their best.

## Post-Simulation Paper

After the simulation, students will write an approximately 5-6 page paper that analyzes the decision making dynamics of the task force in terms of leadership, participation, communication, interests, and various pathologies such as group think. You will need to summarize important highlights from both meeting, though the large majority of your paper should focus on analysis. You should couch this analysis in terms of everything we have learned this semester, especially our discussion on the advisory system and presidential decision making. You should ask whether the theories we discuss or accurate or not and how they might be improved based upon your experience. This paper is due on December 9.

Students are not limited to making observations based just on their experience in their own simulation. You are encouraged to draw on everything you have observed in all of your meetings, communications, and especially all three simulations. You are required to watch the videos of the simulations you are not participating in.

## **Assessment and Grading**

As indicated in the syllabus, your grades will come from each of the papers and your participation on the simulation day. Although the performance of the whole group will be an important consideration in assigning grades for simulation participation, please remember that since I will be present in the task force, I will recognize which individuals participate and grade the quality of your presentation/comments and how well you were able to play your role. Obviously, some roles require more direct participation in the discussion than others, and I will definitely take that into account when I assess your performance. You should also note that if you do an inadequate job in the task force, the president may have questions for you later.

## Y318: The American Presidency Exam 1 Study Guide

### Identification Section

The terms on the exam will be drawn solely from the list below. Almost of these terms were discussed in class, and the textbook and readings contain additional important information on each of them.

On the exam, you will be expected to write one or two paragraphs on 4 of the terms; you will have 8 to choose from. First, you will need to define the term. Second, you will need to articulate why the term is significant for the course. Here are some helpful ways to think and write about the significance of a term:

- What did we discuss in class about the term?
- How does this term relate to or explain another key term in the course?
- How does this term fit into and help us understand a general topic (e.g. one listed in the syllabus as a topic) that we have covered in the course (e.g. how does a specific term fit into the narrative of campaign finance)?
- What would be lost from our understanding of the presidency if the idea/reality this term represents were missing or not known?
- Consider the four modes of analysis (Legal, Institutional, Power, Psychological). What is a conclusion/argument you could draw from the idea/reality this term represents using one of these modes?

Good answers will offer a thorough and accurate explanation of the concept. In short, receiving full credit on a term requires that you not only demonstrate that you know what the concept is but that you also understand why the concept holds the significance that it does and be able to relate it to the presidency in terms of what we've been discussing in class.

Tip: I would strongly encourage you to write out a short definition and short explanation of the significance of each of these terms. Finish this a day or two before the exam so you have a chance to study your answers.

#### Federalist Debate

Articles of Confederation  
Asymmetrical power  
Energy  
Natural born citizen  
Term limits  
Term duration

#### Nominations Process

Candidate social background  
Candidate career background  
Closed primary  
Open primary  
Blanket primary

#### Elections

Negative advertising  
Non front-runners  
Pulpit candidates  
Front-runners  
Proportional representation  
Winner-take-all  
Electoral college  
Democracy  
Freedom  
FECA  
Independent spending  
Contribution limits  
Soft money

Caucus  
Invisible primary  
Primary calendar

### Public Opinion

Low information  
Elites  
Expectations  
Public opinion polls

### Media

Media bias  
Horse race reporting  
Media framing and priming  
New media  
Self-selection (of media consumption)

Citizens United vs. FEC  
Public funding  
Turnout  
Electoral coalitions

### Power of Persuasion

Status and authority  
Direct opinion leadership  
Presidential framing  
Public relations  
Information control

## **Essay Section**

On the exam you will have two essay prompts and will get to choose to write on one of them.

The following are the key topics from which the essay prompts will be drawn. Each essay prompt has *multiple* parts/question and will draw on *several* of these general topics or themes. So you should have a thorough knowledge of all of them.

I would strongly encourage you to consult your notes and readings and write out answers to the questions below. This will go a very long way in helping you prepare for (and do well on) the exam.

Federalist/Antifederalist debate: What are the main arguments posed by the Hamilton (in the Federalist papers) in favor the Constitution’s provision for the Executive, and what are the main arguments against the Executive posed by the Antifederalists (in Brutus and Federal Farmer)? Describe the arguments in detail, and be prepared to explain which arguments you agree or disagree with as well as whether the “original intent” of the Framers of the Constitution regarding the executive remains in place today.

Primaries and caucuses: Describe the different types of primaries and caucuses, and explain how different groups either gain or lose power in these different systems of rules.

Campaign finances: Explain how the values/ideas of freedom and democracy are in tension with each other in the area of campaign finance law. Put differently, what is at stake for freedom and what is at stake for democracy? Be prepared to explain and defend your own views.

Electoral college: Describe how the electoral college works, the original purpose of the electoral college, according to the Federalists, the Anti-federalist opinion of the electoral college, how the popular vote is related to the electoral college vote, how this shapes campaign strategies, and

why this arrangement causes different groups to gain or lose power. Be prepared to explain and defend your own views on the electoral college.

Public opinion: What are the four main characteristics of public opinion that we covered in class? Define each of these characteristics and explain their significance. Then, describe some of the things people expect of the president and explain the source(s) of these expectations. Finally, explain and defend your view of how you think presidents should use and respond to public opinion.

Power of persuasion: It is well known that the president's power consists mainly in his power to persuade others to support him. Explain the four different general methods (direct opinion formation, public relations, presidential framing, and information control) that president uses seek to persuade the public to support his views and policies? Be sure to provide a clear definition of each method as well as an elaboration on how it works and how it helps the president persuade the public. Be prepared to provide an example for each method, as well as to provide an analysis of when each method is effective and when it is not.

Media: Concerning reporting on campaigns, what is horse-race reporting and what sort of candidate does it help and what kind of campaign tactics does it encourage? What does it mean for a candidate to frame his or her campaign, why are these frames important, and what kind of frame is most commonly employed by the media (and why)? What are the main characteristics of the new media, and how is it changing the nature of campaigns?

## **Y318: The American Presidency Exam 1**

### **Instructions (PLEASE READ):**

1. This is a closed book/note exam. Make sure all materials and electronics are put away at the start of the exam.
2. PRINT your name on the front of the blue book.
3. On the front of the blue book, put the number of the essay prompt you chose.
4. You will have 75 minutes to complete the exam. The ID terms are worth 50% of the exam grade and the essay is worth 50% so allocate your time accordingly. Spend no more than 6 or 7 minutes on each term and then no more than 35 minutes on the essay. It is always a good idea to leave a few minutes to review your answers to make sure you have said what you want to say.
5. Please write neatly and legibly. If I can't read it, I can't grade it.

Finally, be sure to answer all the parts of each question in the essay portion. Explain your thinking and use a relevant example when it is applicable.

### **Part I. Identification Terms**

Choose 4 terms from the list below. Write one or two paragraphs for each term. For each term you choose, you must do two things. First, provide a definition. Second, explain the significance of the term; put another way, explain why we talked about the term in this class and what we discussed about the term. Do not answer more than 4 terms; if you do so without clearly crossing one out, only the first 4 will be graded. Each term you choose is worth 25 points for a total of 100 points.

Asymmetrical power  
Open primary  
FECA  
Turnout

Public funding  
Expectations (of the president)  
Public opinion polls  
New Media

## **Part II. Essay**

Write an essay answering ONE prompt. Be sure to answer each part of the prompt you choose. It is perfectly acceptable to respond to each part independently. The essay is worth a total of 100 points.

### Prompt 1: The Constitution and the Presidency

The Framers of the Constitution had a vision of the executive which was unique in its time but also very controversial.

A) Describe what Hamilton calls the “energy” of the executive, why it is necessary for good government, and how the various aspects of the executive would ensure it would have sufficient energy (be sure to address selection, duration, re-eligibility, support and provision, competent powers).

B) The Antifederalists criticized the proposed executive, deeming the president too powerful and king-like. Reconstruct the Antifederalist arguments, being careful to note exactly where they differed with the Federalists.

C) Explain whether you find the Federalist position or the Antifederalist position more compelling. Provide a defense of your own position by anticipating and defending against the arguments likely to be posed by the other side. You may also draw upon your knowledge of American history to make your assessment of which side has proven to be more correct in the long run.

### Prompt 2: Electing the President

Elections are not simply horse races with policy implications. They are also examples of the effect of rules and institutions on who gains power and which values are upheld in American society.

A) Describe the different types of primaries and caucuses, and explain (using specifics) why different groups either gain or lose power in these different systems of nomination rules.

B) Explain why the values of freedom and democracy are in tension with each other in the area of campaign finance law. Put differently, what is at stake for freedom and what is at stake for democracy? After providing an analysis of this tension, explain and defend what you believe to be the best set of campaign finance policies in terms of balancing the ideals of democracy and freedom.

C) Describe how the Electoral College works, the original purpose of the Electoral College according to the Federalists, the Anti-federalist opinion of the Electoral College, and how the popular vote is related to the Electoral College vote. Then, analyze how this arrangement shapes campaign strategies causes different groups to gain or lose power and how removing the Electoral College would affect those strategies.

**Y382: Modern Political Thought**  
**Summer 2014**  
**Second Six-week term**

Instructor: Matthew Kuchem  
Office: Woodburn Hall 364  
Email: mkuchem@indiana.edu

Class time: M-R, 10:20-12:10  
Class location: Ballantine 149  
Office Hours: M-R, by appointment

**Course Description**

Y382 is the second part of a two-class sequence on the history of political thought. The first class is Y381 and examines classical political thought from the time of the ancient Greeks through the end of the medieval period. In Y382 we will examine political thought from the time of Machiavelli (early 1500s) to the mid nineteenth century. Students who want to gain a broad knowledge of the history of political thought would do well to take both classes, though Y381 is not a strict prerequisite for Y382.

In this class we will explore the rise of modernity in political philosophy. With modernity came increased confidence in human reason to order all of life (including politics), a diminished role of religion in the socio-political sphere, new perspectives on the origins and purposes of government, and a new emphasis on the rights and liberties of individuals. By the end of the nineteenth century, though, diverging visions of modernity's socio-political order arose—some more utopian and others more realistic.

As we examine these various shifts in political thought, we will examine a number of questions and themes of great importance to both political philosophy and political life: What is human nature? What is government and its purpose? What rights and liberties do people have, what is their origin, and how are they best secured? Is government supposed to cultivate good morals in its citizens? Which is more important to an effective government: good institutions or good mores? What is the role of reason in politics, and how does this role seem to shift over time? What is modernity—where does it begin and to what conclusion does it lead?

**Course Goals and Requirements**

Engaging with these questions and themes requires students to not only demonstrate basic knowledge about political philosophy, but to also reconstruct and critically analyze arguments both in the classroom and in writing.

Students are expected to come to each class and participate in the class discussion. Assessments of students' knowledge and ability to formulate arguments will take the form of two 6-7 page papers and 6 in-class quizzes. Paper prompts will be distributed in advance of the paper due dates. Six quizzes will be given, one at the end of each week. The lowest quiz score will be tossed out, and only the top five quiz scores will count toward your final grade. The quizzes will be administered on Thursdays and are designed to examine students' knowledge about key arguments in the readings and class discussions for that week. The papers will provide an opportunity for students to critically examine a particular question, theme, or topic in-depth.

## Readings

**Books:** Each student should acquire the following books. In order to maintain uniform pagination in class discussions, I would strongly recommend that these editions be used.

- Niccolo Machiavelli, *The Prince* (Cambridge Texts in the History of Political Thought), ISBN-13: 978-0521349932
- Thomas Hobbes, *Leviathan* (Oxford World's Classics), ISBN-13: 978-0199537280
- John Locke, *Two Treatises of Government* (Cambridge Texts in the History of Political Thought), ISBN-13: 978-0521357302
- John Locke, *A Letter Concerning Toleration* (HPC Classics Series), ISBN-13: 978-0915145607
- Montesquieu, *The Spirit of the Laws* (Cambridge Texts in the History of Political Thought); ISBN-13: 978-0521369749
- Jean-Jacques Rousseau, *The Discourses and Other Early Political Writings* (Cambridge Texts in the History of Political Thought), ISBN-13: 978-0521424455
- Jean-Jacques Rousseau, *The Social Contract and Other Later Political Writings* (Cambridge Texts in the History of Political Thought), ISBN-13: 978-0521424462
- Fyodor Dostoyevsky, *Notes from Underground* (Vintage Classics) ISBN-13: 978-0679734529

## Links

- Francis Bacon, *The New Atlantis*  
<http://www.gutenberg.org/files/2434/2434-h/2434-h.htm>
- Publius, *The Federalist Papers*  
<http://thomas.loc.gov/home/histdox/fedpapers.html>
- Karl Marx and Frederich Engels: The Communist Manifesto  
<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

## Oncourse

- Tocqueville, *Democracy in America*
- John Stuart Mill, *On Liberty*

## Course Policies

**Grading Policy:** Course grades will be awarded on the basis of total points accumulated over all papers, quizzes, and classroom participation. The components are weighted as follows:

<u>Requirement</u>	<u>Possible Points</u>	<u>Weight of Final Grade</u>
Participation and Attendance	200	20%
Quiz 1	50	5%
Quiz 2	50	5%
Quiz 3	50	5%
Quiz 4	50	5%
Quiz 5	50	5%
Paper 1	250	25%
Paper 2	300	30%

Note: There will be a total 6 quizzes given in class, and the quiz with the lowest grade will be dropped in the calculation of the final grade.

The grade scale for the course, papers, and quizzes are as follows:

98.0+	= A+	87.0-89.9	= B+	77.0-79.9	= C+	67.0-69.9	= D+
93.0-97.9	= A	83.0-86.9	= B	73.0-76.9	= C	63.0-66.9	= D
90.0-92.9	= A-	80.0-82.9	= B-	70.0-72.9	= C-	60.0-62.9	= D-
						Below 60	= F

**Absences:** As we will only meet for six weeks, attendance is mandatory, and the instructor will take attendance each day. Students will normally only be excused for documented illnesses. Because our time is quite limited, consistent lateness to class will be counted as absences.

**Paper Submissions:** Papers must be submitted electronically via the assignment section on Oncourse by 10 a.m. on the days specified in the course schedule below. Late papers (in the case of the first paper) will be docked one letter grade if not submitted by 10 a.m., and then will be docked additional letter grades for every 24 hours until the paper is turned in. There is no possibility of turning in the final paper late, and late final papers will receive zero points.

**Quizzes:** Make-up and early quizzes will *not* be given except in extenuating circumstances at the instructor's discretion. Those who are too ill to take a quiz must contact me the day of the quiz with the appropriate medical documentation before being allowed to reschedule the quiz.

**Learning Disabilities:** Students with documented learning disabilities will be accommodated under the policies of Indiana University Bloomington. The policies and services are described at the Office for Disability Services for Students website: <http://studentaffairs.iub.edu/dss/>. If any student would like assistance or academic accommodations for a disability, please contact me within the first two days of classes, as assignments will be due within the first week of class. You must have previously established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

**Academic Dishonesty:** Academic dishonesty will not be tolerated. Any quiz or paper in violation will automatically receive a failing grade, and will lead to disciplinary action by IU and potentially a failing course grade. Academic dishonesty include plagiarism, which is defined by IU as "*the use of the work of others without properly crediting the actual source of ideas, words, sentences, paragraphs, entire articles, music, or pictures.*" The best way to avoid plagiarism is to properly cite all of the references you have used in your papers. If you have questions about plagiarism or academic dishonesty, please consult me before you begin writing your papers.

**Electronics:** Students are not allowed to use cell phones during class. I also strongly discourage students from using computers. I will allow computers for note-taking purposes only, but I hold the right to revoke this privilege if it is abused. The use of electronic devices impedes your ability to learn in class and is potentially distracting to you and your neighbor.

**Incompletes:** Except for extreme medical and family emergencies, I will not give any incomplete course grades.

**Revisions to the schedule and syllabus:** I hold the right to change the schedule of assignments, readings, exams, as well as other aspects of the syllabus. If I do so, I will announce it in class and through Oncourse.

**Discussion Protocol:** In this class we will discuss many topics, some of which may be controversial or evoke strong disagreement. In order to maintain a healthy, educational atmosphere, please respect others in order that everyone can be comfortable sharing their thoughts.

## Schedule

Please be prepared to discuss the readings for each class. For example, you should have read Bacon's *New Atlantis* for class on June 24<sup>th</sup>. Quizzes will be given at the end of each week on Thursdays, and will cover the reading and discussion for that week. The first paper is due in the middle of the term, and the second paper is due on the Thursday of the last week. Both papers must be submitted electronically to Oncourse in the assignment section by 10:00 a.m. of the designated day. Note that there is no class on Thursday, July 3 and that the weekly quiz will be Wednesday instead.

### **WEEK 1: THE BEGINNINGS OF MODERN POLITICAL THOUGHT**

Monday, June 23

Introduction to Course and Discussion of Political Theory

Tuesday, June 24

Bacon, *The New Atlantis* (entire)

Wednesday, June 25

Machiavelli, *The Prince*: Chapters 1-15

Thursday, June 26 (in-class quiz)

Machiavelli, *The Prince*: Chapters 16-26

### **WEEK 2: HOBBS AND THE ABSOLUTE STATE**

Monday, June 30

Hobbes, *Leviathan*: Epistle Dedicatory, Introduction, Chapters 1-8, 10-12

Tuesday, July 1

Hobbes, *Leviathan*: Chapters 13-18, 19 (sections 1-2), 20 (section 18), 21

Wednesday, July 2 (in-class quiz)

Hobbes, *Leviathan*: Chapters 23 (section 6), 26 (sections 1-10), 27 (sections 1-14), 28, 29 (sections 6-9), 30 (sections 15, 20-21), 38 (section 1), 39, 42 (sections 7-11), 43 (sections 1-3, 20-24), 46 (section 1), Conclusion

Thursday, July 3 – no class

**WEEK 3: LOCKE, LIBERTY, NATURAL LAW, AND SOCIAL CONTRACT**

Monday, July 7

Locke, *Second Treatise*: Chapters 1-5, 6 (sections 54-61)

Tuesday, July 8

Locke, *Second Treatise*: Chapters 7-10

Wednesday, July 9

Locke, *Second Treatise*: Chapters 11, 12, 13 (sections 149-153), 14, 15, 16 (sections 175-180), 18 (sections 199-202), 19 (sections 211-225, 229, 240-443)

Thursday, July 10 (in-class quiz)

Locke, *Letter Concerning Toleration* (entire)  
**(Paper 1 due by 10:00 a.m. on Oncourse)**

**WEEK 4: LAWS, MORES, AND INSTITUTIONS**

Monday, July 14

Montesquieu, *The Spirit of the Laws*: Books 1, 2, 3, 5 (chapters 2, 8, 11, 14)

Tuesday, July 15

Montesquieu, *The Spirit of the Laws*: Books 11 (chapters 1-8), 19 (chapters 4, 5, 11, 12, 14, 16, 22, 27), 20 (chapters 1, 2, 4), 24 (chapters 1, 2, 7, 8, 14), 26 (chapter 2)

Wednesday, July 16

Publius, *The Federalist Papers* No. 10, 51, 55

Thursday, July 17 (in-class quiz)

Tocqueville, *Democracy in America*, pp. 451-488; 1245-1261.

**WEEK 5: ROUSSEAU AND THE POLITICAL MAN**

Monday, July 21

Rousseau, *A Discourse on Inequality* (entire)

Tuesday, July 22

Rousseau, *Social Contract*: Book I, Book II (Chapters 1-3)

Wednesday, July 23

Rousseau, *Social Contract*: Book II (Chapters 4-12), Book III (Chapters 1-11)

Thursday, July 24 (in-class quiz)

Rousseau, *Social Contract*: Book III (Chapters 12-18), Book IV

**WEEK 6: MODERNITY, LIBERTY, UTOPIANISM, AND REALISM**

Monday, July 28

Mill, *On Liberty*, Chapters I and II

Tuesday, July 29

Mill, *On Liberty*, Chapters III, IV and V

Wednesday, July 30

Dostoevsky, *Notes from Underground*: “Underground”  
**(in-class quiz)**

Thursday, July 31

Dostoevsky, *Notes from Underground*: “Apropos of Wet Snow”  
**(Paper 2 due by 10:00 a.m. on Oncourse)**

## **Y382: Modern Political Thought Paper 1 Prompts**

**Due date:** Thursday, July 10 at 10 a.m. on Oncourse. It will be posted as an assignment under the assignments tab. Put it on your calendar!

### **Formatting**

- Length: 6-7 pages
- Times New Roman, size 12; double-spaced; 1-inch margins.
- Please use some form of citation (footnotes or in-text citations). Please include page numbers!
- When you create and save the Microsoft word document, please put your last name in the name of the file. This will make it easier for me to keep track of all of the documents I will be receiving from everyone.

### **Pro tips**

- You will want to want to begin thinking about your paper as soon as you get this prompt, and you should start some of the writing the weekend before the paper is due. This will give you adequate time to carefully construct your arguments and analyze the texts.
- Before you begin writing a first draft, you may find it helpful to outline your paper in advance, gather together key quotations, or do some free-writing (brainstorming on paper) to work out some of your arguments and to get some of your ideas down. Find what works best for you.
- If you are having have questions, please get in touch with me
- If you have general difficulty with writing, contact Writing Tutorial Services (located on the first floor of Wells Library). They provide tutors who are happy to help you improve your writing skills.

This paper assignment is designed to help you focus on the ideas of one or two of the authors we've been reading for class. You do not need to do research or include references to outside sources for these papers—the goal is for you to be able to look closely at the texts we've been reading so that you can apply, engage, and grapple with the theories of these authors.

You can choose to write your paper using one of the prompts below. For this assignment, I've tried to give you a variety of options to choose from:

### **Prompt 1: Finishing the *New Atlantis***

Your assignment is to write the conclusion to *The New Atlantis*. Your conclusion should pick up where Bacon left off, and continue in a manner consistent with what you take to be Bacon's main themes in the work. In other words, don't just tell an exciting story about how things conclude. Build on what you think Bacon is trying to do in the piece.

Your paper should include two components. The first is your conclusion to the Bacon piece. The second, indicated by a noticeable break in your writing, should be your explanation of what you

were trying to do with your conclusion (i.e., how your conclusion built upon what you understood Bacon to be about).

Your writing can mimic Bacon's style in the first section, but should still flow well and be free of grammatical and stylistic errors. Because of the nature of this paper, you are welcome to write more than 7 pages. But if you go WAY over you'd better be giving me something absolutely wonderful.

Finally, there is definitely room for creativity with this assignment. It's built into the prompt. But the creativity should be in service to some substantive underlying ideas.

### **Prompt 2: Advising a Ruler**

You are an Ivy League professor who specializes in politics and international relations. Iraq's coalition government has fallen and a strongman leader, Mushafi, has risen to rule with the help of foreign money from Russia and China and the military strength of some powerful tribal leaders. You receive a letter from this Mushafi asking for advice on how to rule Iraq. He references many of the challenges that he faces: international pressure from the United Nations and other organizations to protect human rights, pressure from the United States to eliminate terrorism, extremely wealthy and powerful tribal and religious leaders hungry for power themselves, middle-class merchants who want stability for good business, poor masses who just want a better life, and threats of war and interference from neighbors such as Iran and Syria. Not to mention the religious differences between Shiites, Sunnis, and Kurds and the expectation from China and Russia that their financial and military support will be rewarded with oil supplies.

Write a letter to Mushafi telling him how he can maintain power and be successful as a ruler. What principles should guide his decision-making? How should he deal with these specific problems and situations? By the way Professor, did I mention you wrote your dissertation on Machiavelli?

Note: You may or may not include explicit quotations from Machiavelli—it's your choice. You do not have to necessarily agree with all of Machiavelli's ideas or advice to rulers—that is, some of your advice may be Machiavellian and some of it may depart from Machiavelli. For each piece of advice you give, be sure to give reasoning and arguments (and even examples) to support your points. And do try to relate your advice back to what Machiavelli writes to Lorenzo.

### **Prompt 3: Topics in Hobbes and Locke**

Reconstruct the theory/views of Hobbes and the theory/views of Locke on one of the following topics:

- The source of the government's authority and legitimacy
- Religion

Reconstructing a theory means carefully going through the text and describing each argument or bit of reasoning—as the arguments build toward and support the author's conclusion or main point.

After reconstructing their respective theories, provide a critical analysis of each of their theories. This involves more than asserting your opinion. The idea is for you to develop a well-reasoned judgment on their theories. What does this look like?

- Explain why you think different aspects of their theories are sound or unsound.
- Are there problems with their logic? Do they make logical leaps? Are their arguments coherent and internally consistent?
- What premises and assumptions do they make—should we agree or disagree with them, and why?
- What are the implications/consequences of their conclusions, both in terms of theory and real world application? Are these implications good, problematic, etc? And why?

## **Y382: Modern Political Thought**

### **In-Class Writing Assignment Prompts**

*Note: In-class writing assignments lasted 30 minutes and required students to engage with previously covered readings and discussion topics.*

#### **Assignment 1**

- 1) What were the main contributions of Francis Bacon and Machiavelli to the development of modern political thought? And how did their ideas diverge from classical thought?
- 2) What are the key similarities and differences in the ideas of Bacon and Machiavelli as presented in these two texts?

#### **Assignment 2**

- 1) What is the Leviathan? And how does it, in a sense, replace God?
- 2) Describe the origin of the Leviathan and how it gets its authority.
- 3) What is the purpose of the Leviathan, and how does it achieve this purpose?
- 4) What is the relationship between the Leviathan and morality as it exists in the state of nature and then in society? What is the main implication for the relationship between the state/Leviathan and the people?

#### **Assignment 3**

- 1) What is Locke's understanding of
  - a) morality?
  - b) the state of nature and the state of war?
  - c) the social contract and the origin of government?
- 2) Describe Locke's influence on the Declaration of Independence.

#### **Assignment 4**

- 1) In a sentence or two, what is a faction, according to James Madison?
- 2) What is a tyrannical majority, and what solutions (sociological and Constitutional) did the Federalists propose to limit such majorities? Explain the logic behind these solutions.
- 3) Describe the influence of Montesquieu on the Federalists, explain both where they agree and depart from Montesquieu's ideas.

#### **Assignment 5**

- 1) Summarize how civil society is formed according to Rousseau.
- 2) What is Rousseau's view of the social contract, as described in the *Discourse on Inequality*?

Extra credit: Describe how in *The Social Contract* Rousseau legitimizes the social contract and uses his theory of the general will as the basis for civil liberty.

#### **Assignment 6**

- 1) Reconstruct Mill's arguments about his claim that no opinion/judgment should be suppressed.
- 2) Reconstruct Mill's theory of individuality and human nature.
- 3) On one of the two topics above, criticize or defend Mill's theory using your own argument.

## **POLS-Y 103: Introduction to American Politics** **Fall 2016**

Instructor: Matthew Kuchem  
Office: Woodburn Hall 364  
Email: mkuchem@indiana.edu

Class time: TR 2:30-3:45  
Class location: Woodburn Hall 120  
Office Hours: TR 12:30-2:00

Associate Instructor: Sean Byrne  
Email: sjbyrne@uemail.iu.edu  
Office: Woodburn 329  
Office Hours: WR 12:30-2:00

Associate Instructor: Eric Schmidt  
Email: errschi@uemail.iu.edu  
Office: Woodburn 329  
Office Hours: MW 10:00-11:30  
*at the IMU Starbucks*

### **Course Description**

Politics in the United States is often confusing and frustrating. Americans as a whole expect a great deal from their government but at the same time are becoming more frustrated with it. Lack of trust in government is at an all-time low. Politicians seem to regularly switch positions and jockey with each other for political advantage. Different branches of government remain locked in a struggle for power. Some institutions are increasingly characterized by polarization and gridlock (especially Congress), and others often appear to be inefficient and incompetent (like the bureaucracy) or simply too confusing to easily understand (like the courts). The media appears to spend more time covering conflict, scandal, and campaigns and less time on investigative reporting and addressing substantive issues that truly matter. Given all of this, being confused and frustrated is reasonable. However, this course aims to make American politics clear and understandable.

The purpose of this course is not *merely* for students to learn facts about the American form of government. Our goal is to develop our analytical skills and apply fundamental political principles in order to 1) understand American politics from the perspective of political science and 2) grapple with questions and issues regarding power, institutions, ethics, and leadership.

### **Course Requirements**

**Readings:** Readings will primarily come from one textbook, as described in more detail below. I will also occasionally send out news articles, which students would do well to read. You will not be able to do well on the exams unless you keep up with the readings for each class.

**Attendance:** Students are expected to attend each class. I will not be taking attendance. This will make some of you think that you can routinely skip classes. I can PROMISE that you will NOT do well in this course unless you consistently attend class. The exam material will be drawn from the topics and ideas I focus upon in the lectures.

**Exams:** There will be four exams, and each will be comprised of multiple choice, identification, and short-answer questions. Each exam will be worth 20% of the final grade. Although the fourth exam is not technically comprehensive, the exams will be cumulative. Students will need

to call upon knowledge they have gained throughout the semester to do well on their exams, as well as their papers. I will furnish study guides before the exams to help you focus your exam prep.

**Discussion Briefs:** Students are required to write two discussion briefs, each of which are worth 10% of the final grade. These briefs will use the methods of analysis we will discuss at the beginning of this course (rational choice, institutional, collective action, policy principle, history, and worldview/ideology) to analyze a recent or current event in American politics. I will send out a more detailed guide on how to write the briefs within the first few weeks of class.

## Readings

**Required Textbook:** Each student should acquire the following textbook. In order to have the most up-to-date information, you must use the 13<sup>th</sup> Edition with the 2014 Election Update:

- Theodore J. Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, Stephen Ansolabehere, *American Government: Power and Purpose*, 13th Core edition, 2014 Election Update (W. W. Norton & Company, 2013). ISBN-13: 978-0393922455

**Other readings:** All other readings (such as news articles) will be sent out via Canvas.

## Schedule

**August 23:** Introduction to the Course

Readings: The Syllabus

**August 25:** Analytical Tools, part 1

Readings: Lowi, et al. pp. 2-19

**August 30:** Analytical Tools, part 2

Readings: Lowi, et al. pp. 19-31

**September 1:** The Declaration of Independence

Readings: The Declaration of Independence (A3 in textbook); Lowi, et al. pp. 32-39

**September 6:** A Fragile Union: The Articles of Confederation

Readings: The Articles of Confederation (A7 in textbook); Lowi, et al. pp. 39-48

**September 8:** The Constitution

Readings: The Constitution of the United States and Amendments to the Constitution (A13 and A 24 in textbook); Lowi, et al. pp. 48-56

**September 13:** A More Perfect Union?

Readings: Federalist 10 and 51 (A34 in textbook); Lowi, et al. pp. 56-70

**September 15:** Federalism

Readings: Lowi, et al. pp. 72-93

**September 20:** The Separation of Powers

Readings: Lowi, et al. pp. 93-102

**September 22:** **Exam 1**

**September 27:** The Bill of Rights

Readings: Lowi, et al. pp. 104-114

**September 29:** Civil Liberties

Readings: Lowi, et al. pp. 115-144

**October 4:** Civil Rights

Readings: Lowi, et al. pp. 146-184

**October 6:** Elections, part 1

Readings: Lowi, et al. pp. 446-476

Focus: Voter Turnout and Electoral Institutions

**Discussion Brief 1 due in class**

**October 11:** Elections, part 2

Readings: Lowi, et al. pp. 476-491

Focus: Voting Behavior

**October 13:** Elections, part 3

Readings: Lowi, et al. pp. 491-511

Focus: Campaigning and Recent Campaigns

**October 18:** **Exam 2**

**October 20:** Congress, part 1

Readings: Lowi, et al. pp. 186-222

Focus: Representation and Legislative Organization

**October 25:** Congress, part 2

Readings: Lowi, et al. pp. 222-245

Focus: Legislative Rules and Decision-making

**October 27:** The Executive Branch, part 1

Readings: Lowi, et al. pp. 248-273

Focus: The Origins and Development of the American Presidency

**November 1:** The Executive Branch, part 2

Readings: Lowi, et al. pp. 273-300

Focus: Presidential Government  
**November 3:** The Bureaucracy  
Readings: Lowi, et al. pp. 302-339

**November 8 (Election Day): Exam 3**

**November 10:** Election Recap and Looking Ahead  
Readings: TBA (check Canvas)

**November 15:** The Judiciary  
Readings: Lowi, et al. pp. 342-390

**November 17:** Public Opinion  
Readings: Lowi, et al. pp. 392-444  
**Discussion Brief 2 due in class**

**Thanksgiving Break**

**November 29:** The Media  
Readings: Lowi, et al. pp. 598-630

**December 1:** Political Parties  
Readings: Lowi, et al. pp. 512-557

**December 6:** Organized Interests  
Readings: Lowi, et al. pp. 558-596

**December 8: Exam 4**

## **POLS-Y 319: The United States Congress Spring 2017**

### **Course Description**

Mark Twain once famously quipped, “Suppose you were an idiot. And suppose you were a member of Congress. But I repeat myself.” Although Americans have a long history of being skeptical of Congress, confidence in Congress is currently at a historical low. Frustrated by the seeming incompetence of Congress, many Americans believe that members of Congress are little better than idiots. Congress today is characterized by gridlock, polarization, and partisanship; and many people tend to think members of Congress are corrupt or acting in bad faith. But Congress’s problems cannot simply be chalked up to idiocy and incompetence. Both the merits and the shortcomings of Congress are rooted in institutions, laws, and practices. As we will learn throughout the semester, the legislative process is largely rational and can be understood and explained from a political science perspective. In the process of assessing our nation’s highest legislative body, we will examine the ideals of representation and deliberation and consider the various ways in which Congress might be reformed.

This class is divided into four parts. We will first consider general approaches to studying Congress and examine the debates over the design of Congress at the time of the ratification of the U.S. Constitution as well as how Congress has changed since. We will then explore Congressional elections and how members relate to their constituents. In the third part we will delve into the Congressional policy-making process, with a focus on topics such as party leadership, voting and deliberations, the committee system, and floor procedures. In the final section we will examine Congress’s relationship with the other branches of government and its role in different policies areas.

### **Course Goals and Requirements**

The goal of this course is not merely for students to learn facts about Congress, but also to create a framework by which students can understand Congress and American politics in general and to help students productively grapple with questions and issues regarding power, institutions, ethics, representation, and leadership. These goals can only be achieved if students consistently participate in class discussions, do the readings, study for the exams, and complete their assignments.

**Readings:** Readings will come from a primary textbooks, Canvas, and syllabus hyperlinks, as described in more detail below. Students will be expected to read all of the assigned reading. If I sense that students are not reading, I reserve the right to conduct in-class writing assignments to encourage students to do the readings. I will also occasionally send out news articles, which students would do well to read.

**Attendance and Participation:** Students are expected to attend each class and participate in discussion. Attendance will be taken each day, and students are allowed two unexcused absences during the semester. You cannot earn the maximum number of A&P points by simply showing up to class. You must consistently actively participate in class discussions.

**Exams:** There will be three exams, and each will have a short-answer identification portion and an essay portion. Although the final exam will not be comprehensive, the exams will be cumulative. Students will need to call upon knowledge they have gained throughout the semester to do well on their exams. I will furnish study guides before the exams to help you focus your exam prep.

**Book Review:** Each student will write a 1600-2000 word book review (not including the bibliography) on one of three books listed below. In the book review students will be expected to summarize the main arguments/thesis from the book and the supporting evidence/data that the author provides. Students should relate their analysis of the book to the ideas and concepts we have discussed in class. The best reviews will include a close analysis of a particular argument presented in the book. I strongly recommend that students meet with me as they write their reviews and allow plenty of time to carefully read their chosen book before writing the review.

**Formal Debates:** Each student will participate in a formal debate on one of the topics we cover in class. Students will be assigned to teams at the beginning of the semester. Each team will consist of 2 to 3 members, depending on the number of students who enroll in the course. For each debate, there will be two teams; one team will argue for the resolution (affirmative side), and one will argue against the resolution (negative side). Each student will give a short speech as a part of the debate. You will be given your debate assignments at the beginning of the semester so that you have ample time to prepare, and I will share more information on the debate format once assignments are made.

On the day of the debate, each student will have 5 minutes to present his or her arguments. Each team gets to decide the order of their speeches (which student speaks first, second, etc. for the team).

Each student will write a 1200-1600 word paper (not including the bibliography) which summarizes the main arguments and counterarguments the student will present in his or her speech. Because this paper is relatively short, it must be tight and well-written. This paper is due before the class period the debate is held, and should be sent to the instructor electronically by email.

You and your team member(s) should coordinate your efforts. Team members should take up different arguments in support of your position instead of rehashing the exact same arguments in both papers and speeches. You should so that the second (and perhaps third) speaker is developing the arguments of the first speaker.

Each team will also be required to meet at least twice to prepare for the debate. We will devote one class period for these meetings, which means you should meet with your team at least one other time outside of class. I also highly recommend that you and your team member(s) meet with me before the debate.

You will primarily be assessed on your individual paper and your individual performance in the debates, though how well you work with your team will be taken into account. Because this is

not a public speaking class, you will be assessed mainly on the quality of your arguments: whether they are logically sound and factually correct and relevant to the issue at hand and whether they respond to the arguments of the other team.

Students will also write a short peer review of their teammates. These should be sent to me by email within a couple of days of your debate. I use these reviews to reward those who pull their own weight on their team and penalize those who free-ride. I DO NOT take kindly to free-riders. I reserve the right to issue grade penalties on those who refuse to actively participate in their team's debate preparations.

Students will be evaluated and graded as follows, to produce a final debate grade for each student. I will also take into account penalties for lack of participation and team work.

- Individual summary paper: 50%
- Individual speech/presentation: 50%

Those not participating in a particular debate will get to vote on who they thought won the debate, and the winning team will receive a 3% bonus on their final debate grade.

The debate resolutions are related to various course themes and topics. Please see the schedule below for the date each debate will be held. Depending on enrollment, there will be up to 6 debates:

1. Ending privately funded congressional elections and adopting a system of publically funded elections is desirable.
2. The United States should end the use of single-member-districts to elect congressional representatives and instead adopt a proportional representation system.
3. Congress should be forced to only pass a balanced budget (where expenditures match revenue).
4. The Senate should abolish the filibuster.
5. Divided government is preferable to united government (in terms of Congress and the Executive).
6. Congress should enact term limits to restrict the number of years a person can serve in the House and Senate.

## Readings

**Required Books:** Each student should acquire the following books. In order to maintain uniform pagination in class discussions, I would strongly recommend that these editions be used.

- Roger Davidson, Walter Oleszek, Frances Lee, and Eric Schickler, *Congress and Its Members*, 15th edition (Washington D.C.: CQ Press, 2015). ISBN-13: 978-1483388885

Book Review Options (students should acquire *one* of these books for their report)

- Eric Redman, *The Dance of Legislation*, (Seattle: University of Washington Press, 1973).
- David Mayhew, *Congress: The Electoral Connection*, 2nd edition (New Haven: Yale University Press, 2004).

- Richard F. Fenno Jr., *Home Style: House Members in Their Districts*, (New York: Longman Press, 1978).

The books for the book review can be found at Amazon and other stores.

**Other readings:** All other readings will be made available on Canvas or through hyperlinks in the syllabus. I will also send out news articles, which you will be expected to read (you may be tested on them).

## **Schedule**

### **PART I: INTRODUCTION TO THE STUDY OF CONGRESS**

**January 10:** Introduction to the Class and to Congress

Readings: the Syllabus

(Recommended: Federalist Papers 10, 51 <http://thomas.loc.gov/home/histdox/fedpapers.html> )

**January 12:** Congress as Envisioned by the Framers

Readings: Federalist Papers 52, 55, 56, 62, 63

(<http://thomas.loc.gov/home/histdox/fedpapers.html>)

**January 17:** Anti-Federalist Critique of Congress

Readings: [Brutus III, IV](#), [Federal Farmer XI](#)

**January 19:** The “Two Congresses” – How Congress Has Changed

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

(Debate assignments and overview on this day)

**January 24:** Congress in Action: A Case Study

In-class viewing of the film *Lincoln*

Readings: no readings, but take detailed notes on the film, which may appear on the exam

**January 26:** Debate Group Meetings

No readings. Students will meet with their debate groups during class time. Each student must send a 2-4 sentence report on the meeting to my email ([mkuchem@indiana.edu](mailto:mkuchem@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 II: CONGRESS AND ITS CONSTITUENTS**

**January 31:** Campaigning for Congress, pt. 1

Readings: *Congress and Its Members*, chapter 3

**February 2:** Campaigning for Congress, pt. 2

Readings: *Congress and Its Members*, chapter 4

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

**February 7:** Homestyle: Members of Congress in Their Districts

Readings: *Congress and Its Members*, chapter 5

**February 9:** The Electoral Effect

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 14:** Catch-up/Review for Exam 1

**February 16:** EXAM 1

### **PART III: THE POLICY MAKING PROCESS**

**February 21: Party Leadership in Congress**

Readings: *Congress and Its Members*, chapter 6

**February 23: Congressional Committees**

Readings: *Congress and Its Members*, chapter 7

**February 28: The Rules of the Legislative Game**

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

**March 2: The Budget Process**

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 7: 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.

**March 9: Voting and Deliberation**

Readings: *Congress and Its Members*, chapter 9

### **SPRING BREAK**

**March 21: Reconciliation between the Chambers**

Readings: *Congressional Procedures and the Policy Process*, chapter 8 on Canvas; Barbara Sinclair, “Ping Pong and Other Congressional Pursuits” on Canvas

**March 23: Policy Implementation and Oversight**

Readings: *Congress and Its Members*, chapter 11

**Deadline to propose alternative book for book review**

**March 28: Catch-up/Review for Exam 2**

**March 30: EXAM 2**

**PART IV: CONGRESS AND OTHER INSTITUTIONS**

**April 4: Congress and the Executive, pt. 1**

Readings: *Congress and Its Members*, chapter 10

**April 6: Congress and the Executive, pt. 2**

Readings: Richard Conley, “The Legislative Presidency in Political Time: Unified Government, Divided Government, and Presidential Leverage in Congress” in *Rivals for Power on Canvas*

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

**April 11: Congress and the Courts**

Readings: *Congress and Its Members*, chapter 12

**April 13: Congress and Organized Interests**

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 18: Congress and Domestic Policy**

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

**Book Review due April 19 on Canvas by 11 p.m.**

**April 20: Congress and Foreign Policy**

Readings: *Congress and Its Members*, chapter 15

**April 25: Assessing Congress**

Readings: *Congress and Its Members*, chapter 16

**April 27: Catch-up/Review for Exam 3**

**Third Exam TBA**

## **POLS-Y 381: Classical Political Thought Spring 2015**

### **Course Description**

The so called “classical” world of ancient Greece and Rome understood politics in ways both similar to and different from how we moderns understand politics. Both the classical and modern thinkers were concerned with understanding justice and rights, promoting peace, classifying regimes, finding the best ways to structure the operations of government, and generally attempting to support the flourishing of both individuals and communities.

But there are significant differences as well. Broadly speaking, the ancients saw state-craft and soul-craft as two inseparable tasks, whereas many moderns were more concerned with self-craft. Unlike moderns, the classical thinkers did not much consider the ideas of power, consent, pluralism, and individual autonomy. Instead, they were more concerned with virtue, duty, and the teleological nature of politics. Whereas the ancients desired to understand truths about how political life should conform to the *givenness* of nature, the moderns increasingly became interested in *changing* nature—including human nature. In short, the ancients desired to see politics embody the proper understanding of the good as it was discovered through philosophical inquiry.

Indeed, they understood politics as being about the questions, “What is the good life” and “How can society—through certain ethical and political understandings—achieve it?” The ancients believed that an integral part of the good life was seeking answers to these questions. In this class, we will join some of the great classical thinkers in their search for answers. Yet we will also take a step back and evaluate their philosophical assumptions and modes of thinking so that we can both critique and learn from them.

Y381 is the second part of a two-class sequence on the history of political thought. The second class is Y382 and examines modern political thought beginning in the early 1500s with Machiavelli. In Y381 we will examine classical political thought beginning with the ancient Greeks through the end of the medieval period. Students who want to gain a broad knowledge of the history of political thought would do well to take both classes.

### **Course Goals and Requirements**

Engaging with these questions and themes requires students to not only demonstrate basic knowledge about political philosophy, but to also reconstruct and critically analyze arguments both in the classroom and in the writing.

Students are expected to come to each class and participate in the class discussion. Assessments of students’ knowledge and ability to formulate arguments will take the form of two 7-8 page papers and five in-class writing assignments. Paper prompts will be distributed in advance of the paper due dates. The writing assignments will each cover one (or two) of the main authors (1. Plato; 2. Aristotle; 3. Cicero/Aurelius; 4. Augustine; 5. Aquinas).

The lowest writing assignment score will be tossed out, and only the top four writing assignment scores will count toward your final grade. Later in the semester I may opt to make move the assignments to an online, open-book format. The writing assignments are designed to examine students' knowledge about key arguments in the readings and class discussions for that week. The papers will provide an opportunity for students to critically examine a particular question, theme, or topic in-depth.

## **Schedule**

Please be prepared to discuss the readings for each class. For example, you should have read Sophocles's *Antigone* for class on January 15. Note that the in-class writing assignments will take place after we complete the readings for an author. The first paper is due just before spring break, and the second paper is due the end of last week of regular classes. Both papers must be submitted electronically to Oncourse in the assignment section by noon of the designated day.

### **PART I: INTRODUCTION TO THE CLASSICAL WORLD AND POLITICAL THOUGHT**

Tuesday, January 13

Introduction to Course and Discussion of Political Theory

Thursday, January 15

No class

Tuesday, January 20

Stephen Smith, "Why Political Philosophy?"

Thursday, January 22

Sophocles, *Antigone*, pp. 55-90

Tuesday, January 27

Sophocles, *Antigone*, pp. 90-128

### **PART II: PLATO'S SOCRATES ON THE JUST MAN AND JUST STATE**

Thursday, January 29

Plato, *Euthyphro* and *Crito*

Tuesday, February 3

Plato, *The Apology of Socrates*

Thursday, February 5

Plato, *The Republic*, Books I-II

Tuesday, February 10

Plato, *The Republic*, Book III-IV

Thursday, February 12  
Plato, *The Republic*, Book V-VI

Tuesday, February 17  
Plato, *The Republic*, Book VII-VIII

Thursday, February 19  
Plato, *The Republic*, Book IX-X

### **PART III: ARISTOTLE'S TELEOLOGICAL POLITICS AND MODERATE ETHICS**

Tuesday, February 24  
Aristotle, *Nicomachean Ethics*, Books I and X  
**In-class writing assignment 1 (on Plato)**

Thursday, February 26  
Aristotle, *Politics*, Books I-II

Tuesday, March 3  
Aristotle, *Politics*, Book III-IV

Thursday, March 5  
Aristotle, *Politics*, Book V-VI

Tuesday, March 10  
Aristotle, *Politics*, Book VII-VIII

### **PART IV: THE ROMANS ON THE JUST STATE AND THE GOOD LIFE**

Thursday, March 12  
Cicero, *The Republic*, selections  
**In-class writing assignment 2 (on Aristotle)**

**Friday, March 13 - Paper 1 Due on Oncourse by noon**

Spring Break  
No class

Tuesday, March 24  
Marcus Aurelius, *Meditations*, Books 1-6

Thursday, March 26  
Marcus Aurelius, *Meditations*, Books 7-12

**PART V: AUGUSTINE: POLITICS BETWEEN REALISM AND IDEALISM**

Tuesday, March 31

Augustine, *The City of God*, selections

**In-class writing assignment 3 (on Cicero and Marcus Aurelius)**

Thursday, April 2

Augustine, *The City of God*, selections

Tuesday, April 7

Augustine, *The City of God*, selections

**PART VI: THOMAS AQUINAS AND NATURAL LAW**

Thursday, April 9

Thomas Aquinas (selections from various works)

**In-class writing assignment 4 (on Augustine)**

Tuesday, April 14

Thomas Aquinas, (selections from various works)

**PART V: MACHIAVELLI AND THE ADVENT OF MODERN POLITICS**

Thursday, April 16

Machiavelli, *The Prince*: Chapters 1-7

Tuesday, April 21

Machiavelli, *The Prince*: Chapters 8-18

Thursday, April 23

Machiavelli, *The Prince*: Chapters 19-26

Tuesday, April 28

Flex Day; Concluding Thoughts; Discuss Papers

**In-class writing assignment 5 (on Thomas Aquinas and Machiavelli)**

Thursday, April 30

No class

**Sunday, May 3**

**Paper 3 due on Oncourse by *midnight***

# **POLS-Y 383: Foundations of American Political Thought**

## **Course Description**

Most of us have read the Declaration of Independence, have opinions about the U.S. Constitution, and know some of the history of the American founding. These documents and events did not appear out of a vacuum, and neither were they the product of a monolithic understanding of politics. Instead, the American founding as we know it was far from inevitable and was the result of a complex series of debates and centuries-old ideas.

In this class we will examine the “roots” of the American founding, beginning with the Protestant Reformation, English politics, and key figures of the European Enlightenment. We will then explore the role of religion in colonial life and the American Revolution and examine the ideas that shaped the controversy over declaring independence from Britain. In the second half of the semester we will focus on the debates surrounding the ratification of the Constitution.

We will join some of thinkers of the American founding period in asking questions such as: What is the source of civil authority? What rights do people have, and do these rights extend to revolution? What is the role of government, and how should government be structured to fulfill its purpose? What are the strengths and weakness of popular government, and can its flaws be checked without losing its advantages?

Y383 is the first course in a two-course sequence on American political thought. The second part, Y384 (American Political Development), covers the evolution of American political thought after our country won its independence from Britain and through the Civil Rights era. Both classes are stand-alone classes, though students who desire to gain knowledge of the whole span of political thought in this country would do well to take both classes.

## **Course Goals and Requirements**

Engaging with these questions and themes requires students to not merely demonstrate basic knowledge about American political thought, but to also reconstruct and critically analyze arguments both in the classroom and in writing.

Assessments of students’ knowledge and ability to formulate arguments will take the form of three essay-format exams and one 10-page term paper. Paper prompts will be distributed well in advance of the paper due date.

Students are expected to come to each class and participate in the class discussion. *I will periodically conduct short quizzes in class* to assess student’s knowledge of the day’s readings. These will count toward the participation grade.

## Readings

Each student should acquire a copy of *The Federalist*, The Gideon Edition, 2001 (ISBN-13: 978-0865972896). Alongside *The Federalist* we will be reading extensively from the writings of [Brutus](#) and the [Federal Farmer](#). All other readings can be found on Oncourse or through hyperlinks embedded in the schedule section of the electronic syllabus.

## Schedule

### PART I: THE PHILOSOPHICAL AND THEOLOGICAL ORIGINS OF THE AMERICAN FOUNDING

**August 25:** Introduction

**August 27:** Background on the Protestant Reformation and English Politics

- James I, [Divine Right of Kings](#)

**September 1:** Puritan Theocracy

- [Mayflower Compact](#)
- John Winthrop, [A Model of Christian Charity](#)
- John Winthrop, [Little Speech On Liberty](#)

**September 3:** Quaker Democracy

- [Early Quakers in Pennsylvania](#)
- [Frame of Government of Pennsylvania](#)
- William Penn, [Charter of Libertie](#)
- William Penn, [The Excellent Priviledge of Liberty and Property](#)

**September 8:** Anglican Oligarchy

- [Ordinances for Virginia](#)
- [Religion and Politics in Virginia](#)
- [Bacon's Rebellion](#)
- Nathaniel Bacon's [Declaration in the Name of the People](#)
- [Governor William Berkeley on Bacon's Rebellion](#)

**September 10:** Enlightenment Origins, pt. 1

- Locke, *Second Treatise on Government* (selections; see Oncourse resources)

**September 15:** Enlightenment Origins, pt. 2

- Montesquieu, *The Spirit of the Laws* (selections; see Oncourse resources)

**September 17:** Merging Enlightenment and Protestantism

- Samuel West, [Election Day Sermon, 1776](#)

**September 22:** More on the Purpose of Civil Government

- James Otis, [The Rights of British Colonies Asserted and Proved](#)
- John Dickenson, Letters from a Pennsylvania Farmer (selections; see Oncourse resources)
- Alexander Hamilton, [The Farmer Refuted](#)

## **PART II: THE DEBATE OVER REVOLUTION (OR REBELLION)**

**September 24:** The Case for Independence

- Paine, [Common Sense](#)

**September 29:** The Case for Loyalty

- Joseph Chalmers, [Plain Truth](#)

**October 1** The Debate in the Continental Congress

- No readings. Watch and discuss Episode 2 from the HBO miniseries, *John Adams*.

**October 6:** Declaring Independence

- [The Declaration of Independence](#)

**October 8:** Exam 1

## **PART III: THE DEBATE OVER A NEW CONSTITUTION**

**October 13:** The Articles of Confederation

- [The Articles of Confederation](#)
- J. Madison, [Vices of the Political System of the United States](#)

**October 15:** Impetus for Reform

- Federalist 1, 2, 6, 9, 10
- Federal Farmer I, II
- Brutus I, II

**October 20:** Need for “Energetic” Central Government

- Federalist 14, 15, 16, 23
- Brutus V, VI, VII, VIII

**October 22:** A Federal Republic

- Federalist 37, 39, 47, 48, 49, 51
- Federal Farmer III, XVII

**October 27:** House of Representatives

- Federalist 52, 56, 57
- Brutus III, IV
- Federal Farmer IX, X

**October 29:** Senate

- Federalist 62, 63
- Brutus XVI
- Federal Farmer XI

**November 3 and 5:** Presidency (2 days)

- Federalist 68, 70, 71, 73, 74
- Brutus IX, X
- Farmer XIII, XIV

**November 10 and 12:** Judiciary (2 days)

- Federalist 78, 84, 85
- Brutus XI, XII, XIII, XIV, XV
- Federal Farmer IV, V

**November 17:** Exam 2

**November 19:** Citizenship and Other Rights

- Federalist 54
- Brutus II
- Thomas Jefferson, [\*Notes on the State of Virginia \(Queries 15,18\)\*](#)

**Thanksgiving Break**

**PART IV: RATIFICATION AND UNRESOLVED QUESTIONS**

**December 1:** The Bill of Rights

- Federalist 84, 85

**December 3:** States Rights and Federal Authority

- [\*An Act Respecting Alien Enemies\*](#)
- [\*An Act in Addition to the Act, Entitled “An Act for the Punishment of Certain Crimes Against the United States.”\*](#)
- [\*Virginia Resolution: 1798\*](#)
- [\*Kentucky Resolution: 1799\*](#) and [\*1798 Draft\*](#)

**December 8:** Concluding Thoughts and Review

**December 10:** Exam 3

**December 14:** TERM PAPER DUE AT NOON

# **POLS-Y 384: American Political Development**

## **Course Description**

Most of us know something about the U.S Constitution, have read about Lincoln, the Civil War, and the controversies over slavery and states' rights, and have opinions about Progressive and Conservative ideologies. But few people have had the opportunity to seriously examine the political, philosophical, and moral significance of the ideas and thinkers that shaped the development of American politics.

In this class we will examine the framing of the Constitution and some of the most significant debates surrounding its ratification. We will then focus on the ideas and controversies surrounding the American Civil War. In the last part of the semester we will take a more thematic approach and explore some important ideas about the American experiment, beginning with the perspective of Alexis de Tocqueville. We will conclude this section by examining two streams of thought that developed in the first part of the twentieth century: progressivism and conservatism. Specifically, we will look at the prescriptions of both the progressives and conservatives, as well as their competing interpretations of the American founding, the Constitution, and the actions and writings of Lincoln

Along the way, we will join these important figures in asking questions such as: What is the role of government, and how best should government be structured to fulfill its purpose? What does it mean to have limited government and to prevent tyranny? What is the nature of federalism, and where does authority and sovereignty reside? What rights and protections should minorities have, and how should these rights be secured in the face of difficult political realities? How are we to balance equality and liberty, and how are we to maintain and advance democratic ideals and institutions while simultaneously avoiding its shortcomings?

Y384 is the second course in a two-course sequence on American political thought. The first part, Y383 (Foundations of American Political Thought), examines the "roots" of the American founding and focuses on the ideas, debates, and key texts surrounding the War for Independence and the ratification of the U.S. Constitution. Both classes are stand-alone classes, though students who desire to gain knowledge of the whole span of political thought in this country would do well to take both classes.

## **Course Goals and Requirements**

Engaging with these questions and themes requires students to not merely demonstrate basic knowledge about American political thought, but to also reconstruct and critically analyze arguments both in the classroom and in writing.

Assessments of students' knowledge and ability to formulate arguments will take the form of three essay-format exams and one 10-page term paper. Paper prompts will be distributed well in advance of the paper due date, and I will provide detailed study guides for each of the exams.

Students are expected to come to each class and participate in the class discussion. *I will periodically conduct short quizzes in class* to assess student's knowledge of the day's readings. These will count toward the participation grade.

## Schedule

### **PART I: INTRODUCTION, FOUNDATIONS, CONSTITUTION**

**January 11:** Introduction

**January 13:** Declaring Independence

- [Declaration of Independence](#)

**January 18:** Martin Luther King, Jr. Day (no classes)

**January 20:** A More Perfect Union?

- [Articles of Confederation](#)
- [Constitution for the United States](#)

**January 25:** The Need for a New Constitution

- [Federalist 22, 23, 30, 32, 33](#)
- [Antifederalist View](#)

**January 27:** Separation of Powers

- [Federalist 10, 47, 48, 51](#)
- [Federal Farmer III](#)

**February 1:** Federalism

- [Federalist 44, 45, 46](#)
- [Brutus I](#)
- [Federal Farmer XVII](#)

**February 3:** The Bill of Rights

- [Documentary History of the Bill of Rights](#) (items 18-23)
- [Federalist 84](#)

**February 8:** Interposition and Nullification

- [VA Resolutions](#) and [KY Resolutions](#)
- [Report of 1799](#)
- [Hayne's Second Speech and Webster's Second Reply](#)

**February 10:** **Exam 1**

## **PART II: STATES' RIGHTS AND SLAVERY**

### **February 15:** A Growing Divide

- Calhoun, [Disquisition on Government](#)

### **February 17:** Concurrent Majoritarianism

- Calhoun, [Discourse on the Constitution and Government of the U.S.](#)

### **February 22:** The Abolition of Slavery

- Calhoun, ["Slavery as a Positive Good"](#)
- Angela Grimké, [Appeal to the Christian Women of the South](#)
- [Douglass, "The Meaning of July Fourth for the Negro"](#)
- Lincoln, Fragments on Slavery of 1854 and 1858 (Canvas)
- Angela Grimké, [Letters to Catherine Beecher \(I, II, III; cf. also XI, XII\) \(supplemental\)](#)

### **February 24:** The Dred Scott Decision

- [Scott v. Sandford](#)
- Lincoln, [Dred Scott Decision speech](#)

### **February 29:** A House Divided

- Lincoln, [House Divided Speech](#)
- Douglas, "Popular Sovereignty in the Territories" (Canvas)

### **March 2:** The Lincoln-Douglas Debates

- [Lincoln-Douglas Debates \(at Ottawa and Alton, selections\)](#)

### **March 7:** Secession and the Confederate States of America

- Lincoln, Fragment on Constitution and Union of 1860 (Canvas)
- [South Carolina Declaration](#)
- [Constitution of CSA](#)
- Garrison, [Our Constitution and the Union](#) and [Disunion](#)

### **March 9:** Lincoln, Slavery, and War

- Lincoln, [Lincoln's First Inaugural Address](#)
- Lincoln, [Appeal to Border States](#)
- Lincoln, [Address on Colonization](#)
- Lincoln, [Emancipation Proclamation](#)

### **Spring Break**

### **March 21:** Reconstruction and the Post-War Amendments

- Lincoln, [Gettysburg Address](#)
- Lincoln, [Second Inaugural Address](#)
- [Amendments XIII, XIV, XV](#)

**March 23: Exam 2**

**PART III: THE AMERICAN EXPERIMENT: THEMES AND IDEAS**

**March 28:** Tocqueville and American Democracy

- Tocqueville, *Democracy in America*, selections (Canvas)

**March 30:** Tocqueville and American Democracy

- Tocqueville, *Democracy in America*, selections (Canvas)

**April 4:** Progressivism, Part 1

- Charles Merriam, “Recent Tendencies” (Canvas)
- Theodore Roosevelt, “The New Nationalism” (Canvas)

**April 6:** Progressivism, Part 2

- Woodrow Wilson, “Socialism and Democracy” (Canvas)
- Woodrow Wilson, *The New Freedom*, chapters 1 and 2 (Canvas)

**April 11:** Progressivism, Part 3

- John Dewey, “The Future of Liberalism” (Canvas)
- John Dewey, “Responsibility and Freedom” in *Ethics* (Canvas)

**April 13:** Conservatism, Part 1

- Calvin Coolidge, The Inspiration of the Declaration (Canvas)
- Calvin Coolidge, Freedom and Its Obligations (Canvas)

**April 18:** Conservatism, Part 2

- Calvin Coolidge, The Reign of Law (Canvas)
- N. M. Butler, “The New American Revolution,” (Canvas)

**April 20:** Conservatism, Part 3

- F.A. Hayek, “The Use of Knowledge in Society” (Canvas)
- Elihu Root, “Experiments in Government and the Essentials of the Constitution” (Canvas)

**April 25:** Concluding Thoughts

- No readings

**April 27: Exam 3**

**Final Paper** due on Canvas on **May 2**.

# **Religion and Law: A Wall of Separation?**

## **Course Description**

Religion and politics are both deeply integral to the human experience. But they are also tremendously divisive, and many people avoid talking about either of these controversial subjects during large family gatherings. But the subject of *politics and religion* is even more contentious. For millennia, well-meaning and reasonable people have held a great diversity of perspectives about the proper relationship between religion and politics. In this course will seek to answer two fundamental questions, one descriptive and one normative: What role *has* religion played in politics? And what role *should* religion play in politics? This course is not a survey of religious movements and their influence on politics or about the social effects of religion—although we will certainly discuss such matters. This course focuses primarily on the role of religion in public discourse and deliberations in political decision-making, as well as on the state’s official relationship with religion and the potential conflict between religious freedom and other basic rights. In short, we will consider just how high and thick the wall of separation between religion and the state must be.

This course employs a blend of approaches: textual, historical, sociological, legal, and philosophical. Although the progression of readings and subjects are roughly chronological, the structure of this course is designed to help us methodologically approach the general subject. First, we will examine the basic nature of this ancient controversy by studying Sophocles’ play *Antigone*. We will then examine several different perspectives on the relationship between religion and politics to provide theoretical groundwork for the rest of the course. We will discover how Christians have historically *disagreed* on the relationship between religion and the state, and we will explore the broad contours of the debate between those who endorse “religious minimalism” and those who defend “religious freedom.” We will then survey the tremendously complex role of religion in American politics by examining primary literature from various political figures and social activists, as well as secondary literature from several scholars—both old and new. In particular, we will consider perspectives on religion during the American Founding and the influence of religion on debates about slavery and civil rights. We will then delve into the debates over what it means for the government to establish religion and the role of religion in public discourse. As we move into the final section, we will consider several Supreme Court cases on key controversies related to politics and religion.

## **Course Objectives**

This course has two main objectives. First, this course is designed to impart historical, sociological, and philosophical knowledge of the relationship between politics and religion, both in regard to the participation of individuals in society and in the functions and ends of various social and political institutions. Such knowledge is intended to enrich students’ intellectual lives, encourage responsible citizenship, prepare them to intelligently and thoughtfully converse with others, and to raise awareness of the tremendous diversity and complexity of our world. Students are expected to demonstrate their grasp of this knowledge through all of their assignments—but

in particular in the quizzes and journal entries. These writing assignments provide students the opportunity to demonstrate that they understand the basic concepts and arguments and that they can intelligently articulate and grapple with them.

The second objective is to cultivate students' abilities to creatively and critically engage with the subject material. Students are expected to carefully analyze series of arguments and counterarguments and to interrogate each perspective with sound reasoning—but also with charity. Students should learn how to ask tough and probing questions to do so with respect for and while assuming the best of others. And, just as importantly, they are expected to critically assess their own positions and viewpoints. The paper and formal debates as well as the class discussions are designed to promote not only these skills but also the inclination to approach complex issues intelligently and with an open mind.

## Readings

**Required Books:** You should acquire the following books. In order to maintain uniform pagination in class discussions, I would strongly recommend you use these editions.

Mary C. Segers and Ted G. Jelen *A Wall of Separation? Debating the Public Role of Religion* (Lanham, MD: Rowman and Littlefield, 1998). ISBN-13: 978-0847683888

Frank Lambert, *Religion in American Politics: A Short History* (Princeton: Princeton University Press, 2010). ISBN-13: 978-0691146133

Gaston Espinosa (editor), *Religion and the American Presidency* (New York: Columbia University Press, 2009) ISBN-13: 978-0231143332

**Other readings:** All other readings will be made available on Canvas or through hyperlinks in the syllabus.

## Requirements and Assignments

**Participation:** You should come to class prepared and be actively engaged in the class discussions and activities. (Please also see the attendance policy under Course Policies below.) Some students, of course, will contribute more to the class discussion, but everyone should be participating consistently throughout the semester. I will make sure everyone have the opportunity to contribute to class discussions. Class participation comprises 10% of your final grade.

**Student-led discussions:** You will have the opportunity to assist the instructor in leading a class discussion. At the beginning of the semester, you will sign up for one class period. For that class, you will develop two to four questions and email these to the instructor 24 hours in advance of the class. You should also meet with the professor to discuss the questions and to coordinate with the instructor on leading the class discussion. The instructor will then send these questions out (potentially with modifications) to the whole class.

You will assist the instructor in leading class discussion for 10-15 minutes during class. Questions should be largely based upon the reading and topic of the day. This will require you to do the readings for this class at least a couple of days in advance. You should also be prepared to answer your own questions. The goal of this assignment is to provide everyone a chance to play a larger role in the class discussions and to learn how to lead a group of your colleagues in a conversation on a challenging subject. This small assignment comprises 5% of the final grade.

**Reading Journal:** Using the questions in the syllabus, you should write a journal entry in which you reflect on the reading or topic for an *upcoming* class. The entry should be between 300 and 600 words (which is about 1-2 pages). A journal entry on the readings for a class day needs to be turned in *before* that class. For example, a journal entry on Martin Luther King, Jr. movement needs to be submitted to the Professor at some point *before* the class about MLK. Journal entries submitted late will not be counted toward the requirement.

You must submit a total of 10 journal entries, and you may choose to submit entries for any of the days of class. You are not allowed to turn in multiple entries on one class/reading set. This means you cannot wait to the end of the semester to submit journal entries. Smart students will submit entries to the instructor throughout the semester! I will remind students several times a semester to be turning in journal entries. A good pace would be to turn in two journal entries every two to three weeks. Each entry is worth 1% of the final course grade; all of the entries taken together are worth 10% of the final grade.

**Quizzes:** There will be five quizzes throughout the semester on the days indicated below. These quizzes are designed to assess your understanding of the material covered during the prior few weeks. I will provide more specific information in advance of each quiz so that you know how to prepare. Each quiz is worth 100 points. The lowest scoring quiz will be tossed out and only the top four quiz scores will count toward your final grade. The quizzes will cover the following topics:

- Quiz 1) Introductory material and *Antigone*
- Quiz 2) Perspectives on the role of politics and religion
- Quiz 3) Views on religion and politics in early America
- Quiz 4) Abolitionism, civil rights, and religion in contemporary America
- Quiz 5) Public discourse and the Establishment Clause

**Paper:** Students will write an 1800 to 2400 word paper, due toward the end of the semester, which answers the following question: What role should religion play in American politics? In writing this paper, you should refer the various views we have read about and discussed in class, and consider the proper role of religion in public discourse and decision-making processes by political leaders. You should also consider religious freedom and its potential conflict with other human rights. In the process of developing your own positions, you should consider at least one or two alternatives to your view and articulate arguments and reasons why you believe your view is superior to the alternatives. You are not required to conduct outside research, though you may certainly draw upon resources beyond our class readings. This paper is an opportunity for you to demonstrate your mastery of the various alternatives and your ability to develop and defend your own position. I will provide additional guidance on writing this assignment mid-way through the semester and will gladly meet with students to discuss their papers. You will be required to

submit a 1-page paper proposal in advance of writing their paper and to meet with the professor to discuss the direction of your paper.

**Formal Debates:** At the end of the semester, everyone will participate in a series of formal debates on current controversies related to politics and religion. The number of debates and the number of students assigned to each debate will depend upon the number of students who enroll in the course. Assuming 20 students enroll in the course, we will have 5 debates with 4 students for each debate. For each debate, students will be split into teams of two; one team will argue *for* the resolution, and one will argue *against* the resolution. Each student will give one 5 to 7 minute speech as a part of the debate, and the debates will last 20 to 30 minutes. I reserve the right to alter the debate format according to class size and student's abilities and interest in the debates.

You will be given your debate assignments well in advance so that you have ample time to prepare. The instructor will also provide detailed information on the debate format and expectations for the debate. As a former debater, the instructor will provide guidance on how to participate in formal debates: how to create and structure arguments, how to make counter-arguments, and how to take notes on the "flow" of arguments across the debate speeches.

You will primarily be assessed on their individual performance in the debates, though how well you coordinate your arguments with your teammate will also be considered. Because this is not a public speaking class, you will be assessed mainly on the quality of your arguments (whether they are logically sound and factually correct, and the extent to which they are relevant to the issue at hand)—although how well the arguments are delivered will also be taken into account.

When you observe the debates you aren't participating in, you should actively listen to the debates and take notes on the flow of the argument as well as your general impression of the debate. You will be required to give these notes to the instructor at the end of the debate days. At the end of each debate, we will take time to briefly discuss how the debate went in terms of the quality and persuasiveness of the arguments presented by each side, as well as what everyone learned about the issue.

These debates are designed to provide a unique opportunity for you to carefully research the issue, to craft your own arguments, to exercise your logical and rhetorical skills, and to engage in a structured, intelligent conversation about issues that are both emotionally and intellectually challenging.

I will take into consideration your preferences when making debate assignments, but not everyone will get the resolution or side of their choice. Much of the pedagogical value of formal academic debates is how they require us to research and think about issues that we do not know or perhaps care much about and to develop and persuasively articulate arguments for a position that we personally do not agree with.

The debates will cover the topics covered during various classes. The following are the list of debate resolutions (subject to later modification):

- 1) Resolved: The Establishment Clause creates an impermeable wall of separation between religion and politics.

- 2) Resolved: Arguments that employ religion and morality should generally be excluded from public discourse.
- 3) Resolved: The Lemon Test is a good application of the Establishment Clause
- 4) Resolved: Business owners who do not wish to provide services for same-sex marriage ceremonies on religious grounds are engaging in wrongful discrimination punishable by law.
- 5) Resolved: Religious believers should not be required by the law to pay for certain types of contraception when doing so violates their conscience.

## Course Outline and Schedule

### PART 1: AN INTRODUCTION

#### Week 1: Introduction to Politics and Religion

##### Day 1: Introduction to the Course

Reading: The Syllabus

Topics: What is politics? What is religion? How to take notes, read a text, write a paper.  
Syllabus overview.

##### Day 2: Surveying the Landscape

Readings:

- Lambert, "Introduction" (13 pages)
- [Pew Forum: U.S. Public Becoming Less Religious](#) (2 pages)
- [The Atlantic: 'Spiritual but Not Religious': A Rising, Misunderstood Voting Bloc](#) (2 pages)
- [First Things: The Role of Religion](#) (2 pages)

Questions: What is the state of religion and spirituality in the U.S. today? What are some of the main arguments in the debate over the role of religion in politics?

#### Week 2: Politics and Religion: An Ancient Controversy

##### Day 1: *Antigone*, Part 1

Readings: Sophocles, *Antigone*, pp. 1-25 (Canvas) (25 pages)

Questions: What is the role of family in this play? How and why is it important to Antigone? And how is it related to religion? What is the central dilemma or conflict or problem in this play?

##### Day 2: *Antigone*, Part 2

Readings: Sophocles, *Antigone*, pp. 25-52 (Canvas) (27 pages)

Questions: What are the two moral systems in this play, and how are they in conflict with each other? What does this play have to say to us moderns about the relationship between politics and religion?

## **PART 2: THE ROLE OF RELIGION IN POLITICS**

### **Week 3: Different Christian Perspectives**

#### Day 1: Religion with the State

##### **Quiz 1: Introductory material and *Antigone***

Readings:

- John Calvin, *The Institutes of the Christian Religion*, “Book 4 Chapter 20, Sections 1-14” (Canvas) (7 pages)
- John Witherspoon, “The Dominion of Providence Over the Passions of Men” (Canvas) (2 pages)
- John Winthrop, [\*A Model of Christian Charity\*](#) (11 pages)

Questions: What are the Calvinist and Puritan views of the relationship between the state and Christianity? Are they advocating for a pure theocracy or something else?

#### Day 2: Religion separate from the State

Readings:

- Martin Luther, “Temporal Authority: To What Extent it Should be Obeyed” (excerpts on Canvas) (20 pages)
- Isaac Backus, “An Appeal to the Public for Religious Liberty” (excerpts on Canvas) (15 pages)

Questions: What are the Lutheran and Anabaptist (Backus’s) views of the relationship between religion and politics? How do they compare to Calvin’s views? What do the *differences* among these Christians writers suggest about the relationship between politics and religion?

### **Week 4: Contemporary Perspectives**

#### Day 1: “In Defense of Religious Minimalism”

Reading: Ted Jelen in *A Wall of Separation?* pp. 3-27 (24 pages) (entire chapter recommended)

Questions: What are the main arguments for religious minimalism? Which arguments are the soundest and most persuasive?

#### Day 2: “In Defense of Religious Freedom”

Reading: Mary Segers in *A Wall of Separation?* pp. 53-80 (27 pages) (entire chapter recommended)

Questions: What are the main arguments for religious freedom? Which arguments are the soundest and most persuasive?

### **PART 3: RELIGION IN AMERICAN POLITICS: HISTORICAL AND SOCIOLOGICAL HIGHLIGHTS**

#### **Week 5: Religion and Politics during American Founding, pt. 1**

##### Day 1: Lambert's View of the Religion and Politics in America:

###### **Quiz 2: Perspectives on the role of politics and religion**

Reading: Lambert, Chapter 1 (26 pages)

Question: What are the different interpretations of the First Amendment? What role has religion played in early American politics, according to Lambert?

##### Day 2: George Washington's View of Religion and Politics

Reading: Espinosa, Chapter 1 (32 pages)

Question: Is Washington advocating for civil religion or for religion with the state?

#### **Week 6: Religion and Politics during American Founding, pt. 2**

##### Day 1: Jefferson's View of the Religion and Politics

Reading: Espinosa, Chapter 2 (12 pages)

Questions: What is the "wall of separation" for Jefferson? What was Jefferson's main concern in putting a wall between religion and the state?

##### Day 2: Madison's View of the Religion and Politics

Reading: Espinosa, Chapter 3 (32 pages)

Questions: To what extent (and how) have the Puritans influenced Madison and the American Founding in general? What is Madison's view of importance of religion in politics, particularly in regard to civic virtue?

#### **Week 7: Religion and Politics in Mid-Nineteenth Century America**

##### Day 1: Tocqueville: An Outside Perspective on Religion in America

Reading: Alexis de Tocqueville, *Democracy in America*, pp. 472-488 (Canvas) (16 pages)

Questions: What does Tocqueville have to say about the importance of religion for American democracy? Are his observations applicable to America today?

##### Day 2: Lincoln's View of Religion and Politics

**NOTE: You should have turned in about half of your journal entries by this point in the semester!**

Reading: Espinosa, Chapter 4 (27 pages)

Questions: What can we make of Lincoln's nuanced religious views? In what ways did religion shape Lincoln's presidency and his approach to slavery and the Civil War?

## **Week 8: Religion and Abolitionism**

### Day 1: Abolition in America

#### **Quiz 3: Views on religion and politics in early America**

Reading: Angela Grimké, [Appeal to the Christian Women of the South](#) (excerpts on Canvas) (30 pages)

Questions: What are Grimké’s main arguments, and what role does religion play in these arguments? Would her case be more or less persuasive without the religious arguments?

### Day 2: Abolition in America

Readings: Finish Grimké, *Appeal*; William Lloyd Garrison, “[Declaration of the Sentiments of the American Anti-Slavery Convention](#)” (6 pages)

Questions: What are Garrisons’ arguments against slavery, and what does Garrison say about the relationship between divine law and human law?

## **Week 9: Religion and Civil Rights**

### Day 1: An Overview of Religion in the Civil Rights Movement

Reading: Lambert, Chapter 6 (23 pages)

Questions: What are the main features of the Civil Rights movement, and how did religion shape it? Can we imagine the Civil Rights movement without its religious dimension?

### Day 2: Martin Luther King’s Religious Political Activism

Readings: King, [Letter from Birmingham Jail](#) “[I Have a Dream](#)”; audio [recording](#) (10 pages).

Questions: In what ways, if any, does religion serve both the logic of King’s arguments as well as the effectiveness of his rhetoric?

## **Week 10: Religion in Contemporary America**

### Day 1: The Religious Landscape of Modern-Day America

#### **Paper proposal due**

Reading: Ammerman, pages 1-22 (22 pages)

Questions: What are the main features of the current religious landscape in the United States? Given what we know about those features, where do the chief challenges and controversies lie?

### Day 2: Electoral Politics and the “Religious Right”

Reading: Lambert, Chapter 7 (33 pages)

Questions: What are the characteristics of the “religious right,” and how can we explain its rise? What role has this group played in electoral politics, and how has this role changed over time?

## **PART 4: PUBLIC DISCOURSE AND RELIGION**

### **Week 11: Establishing Religion?**

#### Day 1: The “Wall of Separation”

##### **Quiz 4: Abolitionism, civil rights, and religion in contemporary America**

Readings: Dreisbach, “A New Perspective on Jefferson's Views on Church-State Relations” (Canvas) (32 pages)

Questions: What is Dreisbach’s interpretation of Jefferson’s position on the relationship between religion and politics? What does this mean for current debates about the “wall of separation” between religion and the state?

#### Day 2: Religious Arguments and the Establishment Clause

Readings: Perry, “Why Political Reliance on Religiously Grounded Morality Does Not Violate the Establishment Clause” (14 pages)

Questions: What is the Establishment Clause of the first amendment, and how may it limit or not limit the sorts of arguments admissible in public deliberations?

### **Week 12: Rawlsian Liberalism and Neutral Public Reason**

#### Day 1: A Neutral Public Reason

**NOTE: By this time, you should have submitted 7-8 of your journal entries.**

Readings: Rawls, *Political Liberalism* (selection, Canvas) (25 pages)

Questions: What is a “comprehensive doctrine”? What does Rawls believe should be the role of comprehensive doctrines, and what is his vision for public discourse? Is a neutral public discourse possible? And if it is, is it desirable or beneficial?

#### Day 2: Religion Undermines Productive Public Discourse

Readings: Rorty, “Religion as a Conversation Stopper” (Canvas) (6 pages) and “Religion in the Public Square: A Reconsideration” (Canvas) (9 pages)

Questions: According to Rorty, what about religion makes it counterproductive in public discourse? How did Rorty modify (and not modify) his views?

### **Week 13: A Critique of Liberal Public Reason**

#### Day 1: Bracketing Moral and Religious Arguments

Readings: Sandel, “A Response to Rawls’s Political Liberalism” (p. 184-218) (Canvas) (34 pages)

Questions: What are Sandel’s main criticisms of Rawls? Which ones, if any, are the most compelling, and why?

#### Day 2: Liberal Exclusionism

##### **Paper Due (on Canvas)**

Readings, Wolfe, “Contemporary Liberal Exclusionism I: John Rawls’s Antiperfectionist Liberalism.” (Canvas) (14 pages)

Questions: Does secular liberalism have the tendency to exclude religion from politics and public discourse, as Wolfe suggests? In what ways might Rawls's requirement for public discourse be counterproductive?

## **PART 5: CURRENT CONTROVERSIES OVER RELIGIOUS FREEDOM**

### **Week 14: Rights of Conscience or Denial of Rights?**

#### Day 1: Religious Freedom: Businesses and Same-sex Ceremonies

##### **Quiz 5: Public Discourse and the Establishment Clause**

Readings:

- A recent [ruling](#) from Colorado in favor of a Same-Sex Couple (2 pages)
  - An [Story](#) about Indianapolis bakers (2 pages)
  - An [Op-Ed](#) from Belfast (2 pages)
  - An [Op-Ed](#) on Religious Freedom (2 pages)
  - An [Op-Ed](#) from an IU law professor in favor of Indiana RFRA (2 pages)
  - An [Op-Ed](#) from an IU law professor who against abuses of religious liberty (2 pages)
- (Readings may be updated or additional readings added to reflect recent news and court rulings)

Questions: Should business owners (bakers, florists, etc.) be required by law to support same-sex marriage ceremonies if doing so would violate their conscience or religious beliefs?

#### Day 2: Religious Freedom: The Contraception Controversy (The Hobby Lobby Case)

Readings:

- [Two articles](#) on the background on Burwell v. Hobby Lobby (4 pages)
  - Op-ed [against](#) Hobby Lobby ruling (2 pages)
  - [Article](#) in favor of the Hobby Lobby ruling (2 pages)
  - A [Broad Attack on Rights](#) or a [Narrow Ruling](#) (4 pages)
  - HHS [Response](#) (2 pages)
  - Optional: In-depth [article](#) on whether corporations may count as "persons" (45 pages)
  - Optional: Background on an [upcoming case](#) on contraception before the Supreme Court: Zubik v. Burwell (17 pages)
  - Optional: Opinions of Alito and Ginsberg in the Burwell v. Hobby Lobby (84 pages) (Canvas)
- (These optional articles are not required, but are available for those who wish to explore this subject further.)

Questions: What are the stipulations of the Court in the Hobby Lobby ruling? What two values or principles are seemingly at odds in this case? Was the Court justified in ruling in favor of Hobby Lobby?

## **Week 15: Religious Practice and Student Debates**

### Day 1: Religious Exercise vs. Establishment of Religion: School Prayer

**NOTE: Last class for which you can submit a journal entry!**

Readings:

- Lemon Test [Background](#) (3 pages)
- “The Lemon Test” Lemon v. Kurtzman (1971) (selections on Canvas) (20 pages)
- Matthew McConnell, “Stuck with A Lemon” (Canvas) (3 pages)

Questions: What are the different parts of the Lemon Test, and what are they intended to accomplish? Is the Lemon Test based on a sound interpretation of the Establishment Clause? Are the Establishment Clause and the Free Exercise Clause at odds with each other?

### Day 2: Student Debates

Two debates. No readings.

**Finals Day** (Time TBA) (Three student debates)