

Instructor: Weiss Mehrabi

Email: weiss.mehrabi@uky.edu

Personal Phone: [REDACTED]

Office: 1618 Patterson Office Tower

Office Hours: Wed & Friday 3:00 – 4:30pm, or by appointment

Zoom Link & ID: 790-688-5744 / <https://uky.zoom.us/j/7906885744>

Course Information

Bulletin

This course is a survey of the national government and its associated political processes in the United States, with an emphasis on the Constitution, the President, Congress, and the judicial system.

Overview

This course introduces students to the scientific study of political affairs and U.S. government. While many students may already be familiar with the structure of the American political system, the course will explore politics through a systematic, analytical framework. This means that it will prove more challenging and rigorous yet also more useful than government and civics courses that students were exposed to in high school. Even if you do not major in political science or see government as a chosen profession, the course will help to refine skills in critical thinking, data analysis, and the evaluation of evidence that should prove valuable as you complete your education and start a career.

The course is centered around a series of analytical principles and goals. First, we will study the structure and functions of government, drawing on analytic principles like the collective action problem. We will also learn how to analyze evidence, understand data, and think systematically, as political scientists do. Finally, you will be required to bring your critical thinking skills to bear through a core project in which we grapple with ongoing controversies in American politics.

The course is divided into three units. The *Foundations* section offers an overview of the scientific study of politics. It also explores the structure of the U.S. political system, as we analyze the Constitution, federalism, and rights and liberties. Next, *Institutions* explore Congress, the executive branch, and the courts. The final unit, *Behavior*, looks at politics through the lens of interest groups, parties, the press, and the public.

Objectives and Learning Outcomes

1. Demonstrate a sophisticated understanding of the approaches that political scientists use to understand the political world.
2. Explore and detail the key actors and institutions within the U.S. political system, how they interact with one another, and the implications this has for political society.
3. Learn to analyze data and rigorously evaluate arguments using systematic, empirical evidence, honing critical thinking skills in the process.
4. Review, synthesize, and critically evaluate key debates in American politics. This will also provide the building blocks for studying cutting-edge empirical research on political affairs.
5. Draw on analytical skills to develop one's own empirically grounded arguments and recommendations concerning ongoing debates in American politics.
6. (UK Core CCC objective) Gain an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural contexts of U.S. communities; and foster effective and responsible participation in the U.S.

Textbook and Resources

The main textbook for the course is:

American Government: Power and Purpose 16th Core Edition. Lowi, Ginsberg, Shepsle, and Ansolabehere.
ISBN: 978-0393538946

The textbook is available at the UK bookstore in multiple formats—new, used, rental, and ebook—so that you can find an option that fits within your budget. Provided that you get the correct edition, you should feel free to purchase anywhere that helps keep costs down. Please access the course Canvas site as soon as possible. This contains the syllabus, assignment modules, and grading information.

Evaluation Criteria

Distribution of points

Analyzing the Evidence exercises	20% of grade
UK Core Project	20% of grade
Exams 1, 2, and 3	20% of grade each

Final grade distribution

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	Below 60%

Midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

Attendance & Participation

Regular attendance and participation during lecture, though not required, is expected and essential for three reasons. First, by getting in the habit of regular attendance, this will help to prepare you for professional careers in which “skipping” is not an option. You have considerable freedom as a college student, making it all the more important to develop disciplined habits and practices that will help you be successful later in life. Second, participation and critical thinking go hand-in-hand. Course lectures provide students the opportunity to engage with course material and fellow students. Even if you do not plan to practice political science as a profession, it is important to foster skills in asking questions, speaking publicly, and thinking critically for your future career. Third, this is a difficult course. Although we will cover topics that you are likely familiar with, we will approach them from an analytical framework at a rapid pace. It is extremely unlikely that students will be able to do well in the course by “cramming.”

You are expected to attend all class lectures, but your attendance does not directly count against you. However, poor attendance will be reflected in the quality of your work. Note that consistent attendance is highly correlated with high quality work.

Analyzing the Evidence Exercises (20% of grade)

This course will train you to think like a political scientist – by thinking critically, analyzing evidence carefully, and gaining an understanding of systematic patterns in political affairs. To further refine these skills, students are required to complete 10 “[Analyzing the Evidence](#)” assignments on Canvas for each topic we study. In these modules, you will be presented with systematic political data – for example, historical trends in the president’s job approval ratings over the last century. You will analyze this data by responding to a series of questions. This is not a memorization task; rather, the analysis will help you gain a systematic understanding of politics and equip you with skills in data analysis and critical thinking that you can apply in a variety of contexts going forward. The “Analyzing the Evidence” assignments must be completed by the start of lecture (**2:00pm**) each day that it is due. The assignments are not timed, but you’ll have one attempt and must finish once you begin. See the course schedule below for the dates on which specific modules are due and which day of the week they are due. All assignments are located under the Assignments tab on Canvas.

UK Core Project (20% of grade)

This course is part of the UK Core objective focused on community, culture, and citizenship in the U.S. As such, students will be asked to demonstrate an understanding of historical, societal, and cultural differences in the United States. These differences include race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic status. To complete this requirement, students will be asked to complete a written assignment. More details will be provided at a later date and will be accessible through the course Canvas page under the “UK Core Project” module.

Exams (20% of grade each)

The course includes **three exams**, each corresponding to a major unit of material. Exams will be a mix of multiple choice and short answer questions that are intended to evaluate not only your knowledge of basic information about American politics, but also your capacity for critical thinking and systematic social science analysis.

There are a variety of resources to help you prepare for exams, including material from lecture, the “Analyzing the Evidence” modules, and class time devoted to exam review. It is essential to do more than simply memorize, since you will be required to think critically to do well on the exams. This is another reason that regular attendance and careful note-taking during lecture is key: good note-taking does not consist of copying down information from slides, but rather listening carefully and organizing both verbal and visual information for when you study. We will practice some of these skills together as a class during the early portion of the semester.

Finally, as you prepare for exams, you are strongly encouraged to see me with questions about concepts and principles. Do not assume that memorizing facts is sufficient for doing well on exams. Too often, students bring questions to their instructors about what they did wrong only *after* an exam, when it is better to devote additional time in bringing questions beforehand as you prepare.

Course Policies

Policy on Office Hours and e-Communications

If you have a question about course policy, you should first consult your syllabus to make sure it is not answered there. You should also consult Canvas. If you still have questions about course policies or course content, you are welcome to email me directly or attend my office hours with questions. Please do not email from an account that is not your official university one. To protect your privacy, I will only respond to emails that are sent from your university email address or to messages sent through the course’s Canvas website (but email is preferable as I’m significantly more likely to check my email than my Canvas messages). I also understand that emails can be sent to spam or lost unexpectedly. However, it is your responsibility to check your email account regularly when we are corresponding on course matters and send a follow up email if necessary. Any errors associated with email communications are your responsibility and will not be considered valid excuses under any circumstance.

I will do my best to respond to your email within 24 hours upon delivery, but I will not respond to student emails during the weekend. If you are still waiting on a response after 24 hours, please send me a follow up email. Emails sent to me during the weekend will be responded to on Monday. During each weekend before each exam, I will regularly check my email in case any students have any last-minute questions. If you have questions leading up to an exam or general content questions, do your best to ask them during class time as other students likely have the same question as you. You have the option to attend office hours virtually via Zoom or in-person. If you would like to attend my Zoom office hours, send me an email to let me know that you would like to meet. You may send an email ahead of time to plan a meeting or you may send one during my office hours and I will happily join. I will be on my email during my office hours to watch for any office hours requests.

Classroom Conduct

Your participation is essential to your success in class. Please arrive to class prepared and on-time. You are expected to behave respectfully towards fellow students at all times as disrespectful actions and language will not be tolerated. **If you choose to use a laptop, please sit near the back of the lecture hall so as not to distract other students. You may only use laptops for notetaking and course-related purposes. Cell phone use is not permitted.** If you are expecting an important phone call, let me know before class and quietly exit the room if/when you receive the call.

Assignments & Late Work

“Analyzing the Evidence” modules must be completed on Canvas. Additionally, written materials for the UK Core project should also be uploaded to Canvas and must be in either Word or PDF format. For an assignment to be considered on time, the Canvas time stamp must show that a readable, final version (e.g., no document errors or failed attachments) was submitted prior to the start of class on the day it is due.

For the major written assignments in the course, there will be a one-letter grade per day late penalty (including weekends), up to half of the value of the assignment. For the “Analyzing the Evidence” modules, there will be a 10% late penalty for each day that it is late. After one-week, all late assignments, which includes major written assignments and “Analyzing the Evidence” modules, will no longer be accepted. It is your responsibility to ensure that all assignments are handed in correctly and on time, as laid out in the assignment criteria. **Please note that I do not accept any excuses for late work.** If an issue arises that will prevent you from turning in an assignment, it is your responsibility to contact your professor **in advance of the deadline** to make alternative arrangements. Any assignments submitted after the deadline, irrespective of the reason, are considered late. This means, for example, that even if it is uploaded 5 minutes after due, it will receive late penalty, automatically by the Canvas. However, in the event of an unexpected emergency (e.g., a serious personal or family health issue), accommodations can be made.

Accommodations

I am happy to work with you if you have an academic accommodation from the Disability Resource Center. Please supply me an email and hard copy documentation of the accommodation as soon as possible, and prior to any assignment or exam it will impact, and we will work together to make any necessary arrangements. If you need more information on how to get an academic accommodation, please visit: <https://www.uky.edu/DisabilityResourceCenter/content/academic-accommodations>.

Missing an Exam

I permit makeup exams only in very rare and extreme situations. If you will be missing an exam for a University-approved reason (<http://www.uky.edu/Ombud/policies.php>), you must provide written notice at least 1 week *in advance of the exam*. If you miss an exam due to an unexpected emergency (e.g., a serious personal or family health issue), you will be expected to notify me immediately of your situation and provide formal documentation. If your reason does not, in my view, meet the standards for an excused or emergency absence, no makeup exam will be offered. **Please note that I do not consider documentation of a clinic visit sufficient to excuse a missed exam; evidence of a serious health issue that prevents the taking of the exam must be supplied.** Additionally, I will offer only a single makeup exam alternative, which it is your responsibility to attend (no exceptions). Also, please note that leaving campus early before the final exam does not constitute an acceptable excuse – you must take it at the assigned time.

Grade Grievances

If you receive a grade that is lower than you believe your work merits, you may request a re-grade by submitting a typed grievance, using the criteria outlined in the assignment as the basis of your argument. The grievance must be submitted before the next lecture meeting following the return of the assignment. Your work will be reassessed in light of your appeal, and whatever grade it is assigned at this point (whether higher or lower than the original) will be final.

Note about Readings

You are at a research-intensive university, taking classes with the people who do the research. You may read journals articles published by your professors. It is cutting edge. No one gets money for these publications; they are how we disseminate scientific information for the scientific community. For books written by your professors, you are welcome to borrow the instructor's copy at no cost to you.

One of the benefits of attending a research university is learning from scholars who are acknowledge in their fields and who write for national and international educational and scholarly communities. This course includes original reading material written and published by your professor. Your professor does not receive any money for using this material in the course. Any royalties accrued are donated to the University of Kentucky and will be used to support the department of Political Science's research, teaching, and service mission.

Technology Policy

You are encouraged to go "old school" for this course. Research suggests that students learn, memorize, and understand material better when they take handwritten notes. This also allows you to engage more effectively in the classroom. However, you are permitted to use laptops for note-taking purposes if you so choose. **If you choose to use a laptop, please sit near the back of the lecture hall so as not to distract other students, and remember that you may only use it for notetaking and course-related purposes (e.g., no unauthorized usage). Cell phone use is not permitted.** If you are expecting an important phone call, let me know before class and quietly exit the room if/when you receive the call. I reserve the right to end laptop privileges if I judge that unauthorized usage has become distracting to the class as a whole.

Mask and Social Distancing Policy

In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.

Students should complete their daily online wellness screening before accessing university facilities and arriving to class.

Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found within the Gatton Student Center if needed.

Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.1)

Midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

Excused Absences (Senate Rules 5.2.5.2.1)

Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.5.2.3.1)

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences. (Senate Rules 5.2.5.2.3.3)

Verification of Absences (Senate Rules 5.2.5.2.1)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.5.2.1* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. Pursuant to Senate Rules 6.1.1, the published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

Religious Observances (Senate Rules 5.2.5.2.1(4))

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.5.2.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

For students who add a class after the first day of classes and miss graded work, the instructor shall provide the student with an opportunity to make up the graded work (quiz, exam, homework, etc.). The instructor may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Excused Absences and W/I, All Students (Senate Rule 5.2.5.2.3.1)

If a student has excused absences for more than one-fifth of the required interactions for a course, the student can request a "W." If the student declines a "W," the Instructor of Record may award an "I" for the course.

Excused Absences Due to Military Duties (Senate Rule 5.2.5.2.3.2)

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members and graduate students are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity – Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (Senate Rules 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Diversity, Equity, and Inclusion (DEI)

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Resources

Bias Incident Support Services: Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For detailed information please visit the [BISS website](#) or contact them [via email](#).

Counseling Center: The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center: The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources: UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly. Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veterans Resource Center: Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Let me know if you experience complications and I will do my best to work with you.

The Veteran's Resource Center (VRC) is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the VRC](#), visit them in the basement of Erikson Hall, or call the director, Colonel Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention Center: If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IIEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

Library Services

You can get personalized or group research assistance from reference librarians at Young Library. The Political Science Librarian is Taylor Leigh (taylor.c.leigh@uky.edu).

Taylor can help you:

- Find sources and datasets for research projects
- Identify and evaluate different kinds of sources
- Navigate databases and the library catalog effectively
- Perform a literature review
- Brainstorm keywords and subject terms

Taylor also maintains the [Political Science Research Guide](#), which is full of useful resources to help you in this class. Please contact Taylor directly with any questions regarding the library or research assistance.

Disclaimer: *As the class proceeds, I reserve the right to modify the syllabus, the assignments, and the grading structure if I see fit to better accommodate the course. Modifications will be communicated via e-mail, canvas announcements, and in class.*

That was a lot of information! Should you be nervous?

Absolutely not! What I want to convey is that each student has the opportunity to control their own grade/destiny in this class with helpful guidance from course policies. The course policies set expectations for your behavior as well as my own. Know that each of you has the potential to find success in this class and I want to help you find that success where I can.

Topic Outline

- I. Foundations
 - a. Overview of course and the analysis of politics
 - b. U.S. government and the Constitution
 - c. Federalism
 - d. Civil liberties
 - e. Civil rights
- II. Institutions
 - a. Congress
 - b. The presidency
 - c. The bureaucracy
 - d. Courts
- III. Behavior
 - a. Parties and interest groups
 - b. Public opinion
 - c. The media
 - d. Elections

Course Schedule

Date	Topic	Reading	Assignment
I. Foundations			
Mon.Jan-10	Overview of course and the analysis of politics	Syllabus	
Wed.Jan-12	U.S. government and the Constitution	Ch.1	
Fri.Jan-14	U.S. government and the Constitution	Ch.1	
Mon.Jan-17	Martin Luther King Jr. Day		No class – (Academic Holiday)
Wed.Jan-19	U.S. government and the Constitution	Ch.2	Ch.1 Analyzing the Evidence due 1/20/21 at 11:59pm
Fri.Jan-21	U.S. government and the Constitution	Ch.2	
Mon.Jan-24	Federalism	Ch.3	Ch.2 Analyzing the Evidence
Wed.Jan-26	Federalism	Ch.3	
Fri.Jan-28	Federalism	Ch.3	
Mon.Jan-31	Civil liberties	Ch.4	Ch.3 Analyzing the Evidence
Wed.Feb-02	Civil liberties	Ch.4	
Fri.Feb-04	Civil liberties	Ch.4	
Mon.Feb-07	Civil Rights	Ch.5	Ch.4 Analyzing the Evidence
Wed.Feb-09	Civil Rights	Ch.5	
Fri.Feb-11	Civil Rights	Ch.5	
Mon.Feb-14	Review		Ch.5 Analyzing the Evidence
Wed.Feb-16	Exam 1 (in-class)		
II. Institutions			
Fri.Feb-18	Congress	Ch.6	
Mon.Feb-21	Congress	Ch.6	
Wed.Feb-23	Congress	Ch.6	
Fri.Feb-25	The Presidency & Bureaucracy	Chs.7 & 8	Ch.6 Analyzing the Evidence
Mon.Feb-28	The Presidency & Bureaucracy	Chs.7 & 8	
Wed.Mar-02	The Presidency & Bureaucracy	Chs.7 & 8	
Fri.Mar-04	Courts	Ch.9	Ch.7 Analyzing the Evidence
Mon.Mar-07	Courts	Ch.9	
Wed.Mar-09	Courts	Ch.9	
Fri.Mar-11	Review		Ch.8 Analyzing the Evidence
Mar-14-18	Spring Break—No class (Academic Holiday)		
Mon.Mar-21	Exam 2 (in-class)		
III. Behavior			
Wed.Mar-23	Political Parties	Ch.12	
Fri.Mar-25	Political Parties	Ch.12	
Mon.Mar-28	Political Parties	Ch.12	
Wed.Mar-30	Groups and Interests	Ch.13	Ch.12 Analyzing the Evidence
Fri.Apr-01	Groups and Interests	Ch.13	
Mon.Apr-04	Groups and Interests	Ch.13	
Wed.Apr-06	Public Opinion	Ch.10	
Fri.Apr-08	Public Opinion	Ch.10	
Mon.Apr-11	Public Opinion	Ch.10	
Wed.Apr-13	Media	Ch.14	Ch.10 Analyzing the Evidence
Fri.Apr-15	Media	Ch.14	
Mon.Apr-18	Media	Ch.14	
Wed.Apr-20	Elections	Ch.11	UK Core Project
Fri.Apr-22	Elections	Ch.11	
Mon.Apr-25	Elections	Ch.11	
Wed.Apr-27	Wrap up and review		
Mon.May-02	Final (Exam 3) 3:30 pm - 5:30pm in regular classroom		