



# The American Political System

POLS 21B  
The University of Vermont  
Spring 2021  
Tuesdays and Thursdays, 11:40 AM – 12:55 PM  
Remote instruction

## CONTACT INFORMATION

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*Office hours:* Mondays and Wednesdays from 1:00-2:00 PM, 3:30-4:30 PM, and by appointment.

## COURSE DESCRIPTION

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“The American Political System,” is an introductory class that surveys the vast arena of American politics from the 1780s to the present—a formidable task to be sure, but one guided by several specific goals:

### **GOAL #1. Mastery of the subject matter**

First and foremost, the successful completion of this course will lead to your mastery of the subject matter. Important topics include (among others) the constitutional foundations of American government, the basic structure and operation of government institutions, and the relationship between average citizens and their elected officials.

### **GOAL #2. The development of critical thinking skills**

In addition to mastering the material matter at hand, this course will also help you to develop broader skills, such as critical thinking and problem-solving strategies. Our goal is to use a solid foundation of factual knowledge to probe deeper questions about the American political system, including the nature of democracy, representation, liberty, and equality.

### **GOAL #3. Civic engagement and responsibility**

Finally, this class encourages an active and informed interest in politics by demonstrating the relevance of the topics we study to contemporary political events, ranging from the new Biden administration to the ongoing COVID-19 pandemic.

## MODE OF DELIVERY

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For the Spring 2021 semester, POLS 21b will be taught in a "[remote modality](#)," which UVM defines as follows:

*These classes will have an assigned meeting time, but will meet live online, instead of in-person. Depending on the course design, remote classes will include a range of instruction, for example, lecture, group discussions or activities, demonstrations, and live problem/case study sessions.*

For this reason, students who enroll in "The American Political System" MUST have access to a computer, as well as a reliable, high-speed internet connection. Deficiencies in technology will not typically excuse late, missing, or incomplete work.

While some material will be provided in an asynchronous fashion (e.g., reading assignments, videos, pre-recorded lectures, etc.), important work will be done in synchronous class sessions on Microsoft Teams, every Tuesday and Thursday, between 11:40 AM - 12:55 PM. In many cases, that time will be devoted to large group discussion, although in some cases, I will present new material, or we will break down into smaller groups for more focused work. These sessions may change in form and function over the course of the semester, based on our collective experience of what works and what does not.

While I am unable to take class attendance during live sessions, I do expect students to be present, active, and engaged during that time, as material covered there will appear on quizzes and exams.

*Note:* For privacy reasons, live class sessions will NOT be recorded for later use.

## CLASS COMMUNICATION

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Since most class communication will take place through [Blackboard](#) and [Microsoft Teams](#), students are expected to be proficient at navigating both platforms.

While the bulk of our course content will reside here in Blackboard, we will have synchronous class sessions every Tuesday and Thursday from 11:40 AM - 12:55 PM on Teams. Note, too, that you will use Teams to connect with me during virtual "office" hours, Tuesdays and Thursdays from 1:30-3:00 PM. Here are a series of brief tutorials to get you started:

- [Using Blackboard](#)
- [Using Microsoft Teams](#)

In particular, you should read this guide on how to attend a remote lecture:

- [Attending Your Class Lecture](#)

During live class sessions on Teams, please mute your microphone when you are not speaking. This reduces audio feedback and improves the quality of the stream. To ask a question, use the "raise a hand" button. You may also use the "chat" thread, but please restrict your comments to course-related matters.

While I cannot offer technical support to help you troubleshoot problems with Blackboard or Teams, there are others on campus who can. Be sure to check out our [Tech Team Support Services](#). You can also reach Tech Team Support by phone at (802) 656-2604.

## REQUIRED COURSE MATERIALS

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There is one required textbook for this class. Make sure you have a copy in hand prior to the start of term on Monday, February 1.

Here is the information you need:

*American Government: Power and Purpose*, Fifteenth Edition  
Theodore J. Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere  
W. W. Norton & Company, Inc.  
ISBN: 978-0-393-65553-7

I recommend buying or renting the book through the [UVM bookstore](#). When navigating their site, be sure to select the correct section of POLS 21, as several other instructors are teaching the same class this Spring. Ours is marked B, ZRB-GUBER. The bookstore offers several options, at different price points:

- A new hardback copy costs \$124;
- A hardback rental costs \$84.46;
- A digital ebook rental is \$61.33;

There are, of course, a multitude of other sites where you can purchase our book. If you opt to buy from a third-party vendor such as [Amazon.com](#), please know there is risk involved. Students who order online from sites other than the UVM Bookstore often end up with the wrong version of the book. How do you know if you are ordering the correct edition? Look for these three things:

1. Check the ISBN number (listed above) carefully. It should match exactly;
2. Check that the book you are ordering is the full FIFTEENTH EDITION. The front cover of the book should say FIFTEENTH EDITION in white typeface. Notice this [link](#) on Amazon.com lists the correct ISBN number, and yet under "Look Inside," the front cover of the book for sale reads CORE FIFTEENTH EDITION. The scanned pages also show a cover page, in blue, that reads: CORE FIFTEENTH EDITION." Do not order this book.
3. Check the Table of Contents to make sure that there are seventeen chapters listed, ending with one titled "Foreign Policy." The link on Amazon.com that appears to have the correct ISBN number has scanned pages that show just fourteen chapters. Again, this is the abbreviated CORE edition, not the full edition that we use in class.

Finally, please note that in addition to a textbook, our class reading assignments will include a large number of articles from prestige news sources, such as *The New York Times*, *The New Yorker*, and *The Atlantic*. The full-text of each is provided for free through Blackboard and can be found under the [Course Content](#) link on the navigation bar to the left.

## GRADED ASSIGNMENTS

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The bulk of your grade will be determined by two examinations, the first given on Blackboard on **Thursday, March 25 at 11:40 PM**, and the second, also on Blackboard, on **Tuesday, May 18 at 1:30 PM**. Each of these exams are weighted as 40% of your final grade. The content of exams will be drawn from class lectures, live discussions, and assigned material (e.g., articles, videos, etc.), and will consist of a combination of question types.

In addition, five multiple-choice quizzes, based on textbook material, will be administered over the course of the semester. The dates for these quizzes are:

- Thursday, February 11
- Thursday, February 25
- Tuesday, March 23
- Thursday, April 22
- Thursday, May 6

The single lowest score you receive on these quizzes will be dropped, while the four remaining scores will be averaged to determine 20% of your final grade. On quiz days, we will end our live class sessions early to allow sufficient time for you to complete your work. Quizzes must be completed within that time frame.

For a helpful guide on how to take tests using Blackboard, [click here](#).

## POLICY ON MISSED EXAMS AND MAKEUPS

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All dates for quizzes and exams are marked clearly in the [Syllabus](#), and are likewise flagged in our daily list of assignments under the heading [Course Content](#). I *strongly* recommend adding these dates to your preferred calendar program at the start of term, and setting multiple notifications.

As deadlines approach, I will post a reminder to the [Announcements](#) page on Blackboard.

Announcements can be viewed from the main Blackboard log in screen under "My Courses." They can also be seen on the homepage for POLS 21b. I also make use of a Blackboard feature that forwards announcements automatically to your UVM email account. Please check your email regularly, or if you prefer to use an off-site account, be sure to set up message forwarding.

- [Redirect UVM email to a different account](#)

Ultimately, it is your responsibility to keep track of all assignment deadlines and due dates. Forgetting about an assignment is NOT an adequate excuse for missing it!

A score of "0" will be given for any quiz that is not taken on the scheduled day, and within the set time frame. No make-ups will be offered for the first missed quiz--that zero will simply become the score that

is dropped at the end of term, as described above. Any additional quizzes a student misses may receive a makeup, at my discretion.

If a student misses the midterm exam for reasons that are both serious and outside of their control, they may make up that work, but only on a set day and time. During the Spring 2021 term, the make-up exam is scheduled for **Tuesday, May 11 at 5:00 PM**. Please note that makeup exams are administered at my discretion and may use a different format than that described above.

Dates for final exams are set by the Registrar's Office and will not be rescheduled, except under the limited conditions described in [the university's policy on final exams](#). Written documentation of need must be provided.

Finally, in fairness to others, no "extra credit" will be offered, either to compensate for a poor grade or a missed assignment. Since a total of seven grades cumulate to determine your final grade, there are plenty of opportunities to improve your standing in class.

## **ACADEMIC INTEGRITY**

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Students are expected to be familiar with the UVM "[Code of Academic Integrity](#)" and with its standards, in particular. For instance:

### **Students may not plagiarize.**

All ideas, arguments, and phrases, submitted without attribution to other sources must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.

### **Students may not fabricate.**

All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way. Violations of this standard constitute fabrication.

### **Students may work cooperatively, but not collude.**

Students are encouraged to collaborate on academic work within any limits that may be prescribed by their instructors. Students may only provide, seek or accept information about any academic work that will be submitted for a grade, to or from another student, with the authorization of the instructor. Violations of this standard constitute collusion.

### **Students may not cheat.**

Students must adhere to the guidelines provided by their instructors for completing academic work. Students may not claim as their own work any portion of academic work that was completed by another person. Students may only use materials approved by their instructor when completing

an assignment or exam. Students may not present the same (or substantially the same) work for more than one course or within the same course without obtaining approval from the instructor of each course. Students must adhere to all course reserves regulations. Students may not act dishonestly or convey information that the student knows or should know to be false, by actions such as lying, forging or altering any document or record in order to gain an unfair academic advantage. Violations of this standard constitute cheating.

Please note: Course expectations may vary from instructor to instructor. All students have an obligation to convey a clear understanding of the expectations associated with each particular assignment and each particular course in which the student is enrolled.

Offenses against this code are deemed serious and insult the integrity of the entire academic community. Suspected violations will be reported immediately to the [Center for Student Conduct](#) for further investigation and may result in sanctions as serious as an automatic “F” in the course, or even expulsion from the university.

## **RELIGIOUS HOLIDAYS**

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Students have the right to practice the religion of their choice. Please submit your documented religious holiday schedule for the semester to me by the end of the second full week of classes. Students who miss work for the purpose of religious observance will be permitted either a make-up exam or a penalty-free extension and will not be considered absent from class.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact office of Student Accessibility Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with recommended accommodations as early as possible each semester.

*Location:* A-170 Living/Learning Center  
*Telephone:* (802) 656-7753  
*E-mail:* [access@uvm.edu](mailto:access@uvm.edu)  
*Website:* [https://www.uvm.edu/academicsuccess/student\\_accessibility\\_services-](https://www.uvm.edu/academicsuccess/student_accessibility_services-)

## **CLASSROOM PROTOCOL**

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In coordination with the Department of Political Science, I have adopted the following protocol for classroom behavior:

1. Students are expected to attend and be prepared for *all* regularly scheduled classes in Microsoft Teams.
2. Students are expected to arrive on time and remain in live class sessions until the class period ends.

3. Students are expected to pay attention during live class sessions. Please do not text, check email, use social media, browse online shopping sites, etc.
4. Students are expected to treat faculty and fellow students with respect. For example, students must not disrupt class, must not distract class by making noise, and must be attentive to comments being made by the instructors and by peers.
5. Students *may not* record, share, or disseminate class lectures and or other course materials in any way, or in any form (e.g., through capturing audio or video, sharing quizzes or slides online, etc). Faculty work tirelessly to develop course content. Posting it without permission not only facilitates cheating, it violates your professor's intellectual copyright.

Students in serious violation of any of these rules may be subject to whatever grade penalty I deem appropriate.

## **RULES FOR ONLINE ETIQUETTE**

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Communicating in a remote setting is a bit different than in a face-to-face setting. Because this means you are missing body language cues and immediate feedback from your “listener,” it is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

Here are some basic rules to keep in mind:

### **Be respectful**

While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and professors are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. *If you would not say it to someone's face, do not say it online either.*

### **Be aware of strong language, all caps, and exclamation points**

It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent, but your recipient thought you were being rude? If so, then you have experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. *Tip: Read everything out loud before you send it.*

### **Be careful with humor and sarcasm**

Certainly, you should not avoid being funny. We love to see your personality shine through in online classes. Many professors are funny, too! But make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers.

### **Yes, grammar and spelling matter**

While texting, textspeak can be great for your friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must, but follow grammar rules for class.

### **Cite your sources**

Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

### **Do not post or share (even privately) inappropriate material**

Enough said there. Nothing is truly private online.

### **Be forgiving**

Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different than simply talking to a person face-to-face.

(Adapted from "[7 Rules for Online Etiquette](#)")

## **ASKING FOR HELP**

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While college is a rewarding and often exhilaratingly experience, it can also be a stressful one. Please do not hesitate to ask for help!

- I am generally available to answer quick questions after class.
- I hold office hours on a first-come, first-serve basis every Tuesday and Thursday from 1:30-3:00 PM. If those hours are not compatible with your schedule, feel free to ask for an appointment. You can find me on Microsoft Teams by typing my name into the Teams search box.
- While you can also reach me by e-mail, or through the "Messages" link in Blackboard, please know that I only respond during normal business hours (e.g., not during the evening or on weekends). My e-mail address is: [Deborah.Guber@uvm.edu](mailto:Deborah.Guber@uvm.edu).
- *Note:* Since I am teaching remotely throughout the Spring 2021 semester, I will not be monitoring my office phone on a regular basis.

At times, of course, you may need help that extends beyond this class.

Remote instruction can be a challenging way to learn, especially for those experiencing college coursework for the first time. If you are feeling overwhelmed by the transition, contact the [UVM Center](#)



[for Academic Success](#). They have a wealth of resources available online, as well as faculty and staff who are eager to support you.

And finally, do not forget to take care of yourself, both physically and mentally. If you find yourself struggling with anxiety or depression, please reach out to the [UVM Center Health and Wellbeing](#).

## CLASS CALENDAR

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*Note: The reading assignments listed below should be completed prior to class on that day, in order to facilitate discussion and improve comprehension of the material presented.*

### I. INTRODUCTORY REMARKS

**Tuesday, February 2:** *Biden's America*

- George Packer, "A Political Obituary for Donald Trump," *The Atlantic* (January/February 2021).

### II. THE FOUNDATIONS OF AMERICAN DEMOCRACY

**Thursday, February 4:** *"A More Perfect Union"*

- Lowi, et al. (2019): Chapter 1.
- James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers: Nos. 10 & 51* (this text is available online, as well as on pages A34-A42 of Lowi, et al.).
- *The Constitution of the United States* (this text is available online, as well as on pages A13-A3 of Lowi, et al.).
- Laurence H. Tribe and Michael C. Dorf (1993), *On Reading the Constitution: Excerpt*.
- Jeffrey Rosen (2018), "America is Living James Madison's Nightmare," *The Atlantic* (October).

**Tuesday, February 9:** *How (Not) to Read the Constitution*

- Lowi, et al. (2019): Chapter 2.
- Yoni Applebaum (2015), "America's Fragile Constitution: The Founders Misread History and Established a Dysfunctional System of Government. A Case for a Little Less Reverence," *The Atlantic* (October).
- Howard Zinn (2000), "A People's Constitution: Some Truths are Not Self-Evident." In, *Civil Rights Since 1787: A Reader on Black Struggle*, pp. 904-906.

- Charles R. Kesler (2018). "Breaking Norms will Renew Democracy, Not Ruin It," *The New York Times* (August 23).

**Thursday, February 11: American Federalism**

- Lowi, et al. (2019): Chapter 3.
- Gary Gerstle (2020), "The New Federalism: In a Crisis Define by Erratic Leadership in Washington, D.C., the States, as Much Out of Desperation as by Design, Find Themselves Asserting Long-Dormant Powers," *The Atlantic* (May 6).
- Juliette Kayyem (2020), "Trump Leaves States to Fend for Themselves," *The Atlantic* (March 17).

 **QUIZ #1: Thursday, February 11**

**Tuesday, February 16: Freedom of Speech and Dissent**

- The Bill of Rights (this text is available online, as well as on pages A24-A25 of Lowi, et al.).
- Lowi, et al. (2019): Chapter 4.
- Ken White (2019), "Don't Use These Free-Speech Arguments Ever Again," *The Atlantic* (August 22).
- Andrew Marantz (2019), "Free Speech is Killing Us," *The New York Times* (October 4).
- Anna Wiener (2020), "Trump, Twitter, Facebook, and the Future of Online Speech," *New Yorker* (July 6).

**Thursday, February 18: Religion and the Separation of Church and State**

- Lowi, et al. (2019): Chapter 4.
- Edward F. Harrington (2005), "The Metaphorical Wall," *America*, 192 (January 17): 10.
- Garrett Epps (2016), "The Strange Career of Free Exercise," *The Atlantic* (April 4).

**Tuesday, February 23: The Right to Privacy**

- Lowi, et al. (2019): Chapter 4.
- Robert Draper (2018), "They Are Watching You--And Everything Else on the Planet," *National Geographic* (February).

**Thursday, February 25: Crime and Punishment**

- Lowi, et al. (2019): Chapter 5.
- David Garland (2012), “Why Does the U.S. Have Capital Punishment?” Embassy of the United States.
- Death Penalty Information Center (2020), “Facts about the Death Penalty.”
- Jelani Cobb (2020), “An American Spring of Reckoning,” *The New Yorker* (June 14).

## ☐ QUIZ #2: Thursday, February 25

## ☐ TOWN MEETING DAY: Tuesday, March 2 (no class)

### III. LINKAGE INSTITUTIONS

#### Thursday, March 4: *Public Opinion*

- Lowi, et al. (2019): Chapter 10.
- Courtney Kennedy (2020), “Key Things to Know about Election Polling in the United States,” Pew Research Center (August 5).
- Jill Lepore (2015), “Politics and the New Machine,” *The New Yorker* (November 16).

#### Tuesday, March 9: *Voter Turnout*

- Lowi, et al. (2019): Chapter 11.
- Colum Lynch (2018), “Why is it So Hard to Vote in America?” *Foreign Policy* (November 5).
- John Nichols, “What Do Republicans Have Against High-Turnout Elections? Everything.” *The Nation* (November 19, 2018).
- John Fund, “Mail-In Ballots are a Recipe for Confusion, Coercion, and Fraud,” *National Review* (May 10, 2020).

#### Thursday, March 11: *Voting Behavior*

- Lowi, et al. (2019): Chapter 11 (continued).
- Michael Gerson (2018), “The Last Temptation,” *The Atlantic* (April).

- Ronald Brownstein (2016), “The Class Inversion of American Politics Accelerates,” *The Atlantic* (July 26).

**Tuesday, March 16:** *Political Parties*

- Lowi, et al. (2019): Chapter 12.
- Steven Levitsky and Daniel Ziblatt, “Why Republicans Play Dirty,” *The New York Times* (September 20, 2019).
- Michael Lind (2016), “This is What the Future of American Politics Looks Like,” *Politico* (May 22).

**Thursday, March 18:** *Interest Groups*

- Lowi, et al. (2017): Chapter 13.
- Lee Drutman (2015), “How Corporate Lobbyists Conquered American Democracy,” *The Atlantic* (April 20).

**Tuesday, March 23:** *The News Media*

- Lowi, et al. (2019): Chapter 14.
- Thomas B. Edsall (2017), “Democracy, Disrupted,” *The New York Times* (March 2).
- Nicholas Kristof, (2017), “We’re Journalists, Mr. Trump, Not the Enemy,” *The New York Times* (August 24).

**☐ QUIZ #3: Tuesday, March 23**

**☐ MIDTERM EXAM: Thursday, March 25**

**IV. GOVERNMENT INSTITUTIONS**

**Tuesday, March 30:** *Congress as a Representative Body*

- Lowi, et al. (2019): Chapter 6.
- John R. Hibbing and Elizabeth Theiss-Morse (1998), “Too Much of a Good Thing: More Representative is Not Necessarily Better,” *PS: Political Science & Politics*, 31 (1): 28-31.

**Thursday, April 1:** *Congress as a Lawmaking Body*

- Lowi, et al. (2019): Chapter 6 (continued).
- Todd S. Purdum (2010), “The Audacity of Nope,” *Vanity Fair* (October).
- Lee H. Hamilton (2004), “The Case for Congress,” *The Wilson Quarterly*, Vol. 28, No. 2 (Spring): 12-17.

**Tuesday, April 6:** *The Presidency, Conceived and Evolved*

- Lowi, et al. (2019): Chapter 7.
- Garrett Epps (2009), “The Founder’s Great Mistake,” *The Atlantic* (January/February).
- John Dickerson (2018), “The Hardest Job in the World: What if the Problem isn’t the President—It’s the Presidency?” *The Atlantic* (May).
- John Paul Rollert (2017), “Presidents Aren’t CEOs,” *The Atlantic* (January 20).
- Greg Weiner (2020), “Are We Sure We Want to Give Trump War Powers?” *The New York Times* (March 25).

**Thursday, April 8:** *Presidential Elections*

- Lowi, et al. (2019): Chapter 7 (continued).
- Carolyn Jefferson-Jenkins (2001), “Who Should Elect the President? The Case against the Electoral College,” *National Civic Review* (Summer): 173.
- Charlotte Alter (2020), “How Joe Biden Won the White House,” *Time* (November 7).
- Jonathan Chait (2020), “The End of an Error,” *New York* (November 7).

**Tuesday, April 13:** *The Bureaucratic State*

- Lowi, et al. (2019): Chapter 8.
- Philip K. Howard, *The Death of Common Sense: How Law is Suffocating America* (1994): Chapter 1.
- Stephen G. Breyer, *Breaking the Vicious Circle: Toward Effective Risk Regulation* (1993): Chapter 1.
- Roberta Lynch (2001), “Can Markets Govern?” *The American Prospect* (December 1).

 **RESPIRE DAY: Thursday, April 15 (no class)**

**Tuesday, April 20:** *The Courts and Judicial Review*

- James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers*: No. 78.
- Lowi, et al. (2019): Chapter 9.
- David S. Cohen (2016), “Grand Theft Judiciary: How Republicans Stole the Supreme Court,” *Rolling Stone* (November 14).
- Dan McLaughlin (2020), “History is on the Side of Republicans Filling a Supreme Court Vacancy in 2020,” *National Review* (August 7).

**Thursday: April 22:** *The Least Dangerous Branch?*

- Lowi, et al. (2019): Chapter 9 (continued).
- Jeff Neal (2020), “If Democrats Win in November, Should They Pack the Supreme Court?” *Harvard Law Today* (April 28).
- Josh Blackman (2018), “Don’t Try to Expand the Number of Supreme Court Justices,” *National Review* (July 5).

 **QUIZ #4: Thursday, April 22**

**V. POLITICS AND PUBLIC POLICY**

**Tuesday, April 27:** *Social Welfare Policy*

- Lowi, et al. (2019): Chapter 16.
- Alana Semuels (2016), “The End of Welfare as We Know It,” *The Atlantic* (April 1).

**Thursday, April 29:** *Social Security*

- Lowi, et al. (2019): Chapter 16 (continued).
- Jim Tankersley (2012), “Who Destroyed the Economy? The Case against the Baby Boomers,” *The Atlantic* (October 5).

**Tuesday, May 4:** *Health Care*

- Lowi, et al. (2019): Chapter 16 (continued).
- Ezra Klein (2020), “It’s Time to Move Past Employer-Based Health Insurance,” *Vox* (April 9).

**Thursday, May 6: *Economic Policy and the Budget***

- Lowi, et al. (2019): Chapter 15.
- James K. Galbraith (2010), "In Defense of Deficits," *The Nation* (March 4).
- Fred Barbash (2011), "What They Don't Know about the Deficit," *CQ Weekly* (June 11).

**☐ QUIZ #5: Thursday, May 6**

**VI. CONCLUDING THOUGHTS**

**Tuesday, May 11: *A Republic, If You Can Keep It***

- Steven Levitsky and Daniel Ziblatt (2018), "This is How Democracies Die," *The Guardian* (January 21).
- Wade Davis (2020), "The Unraveling of America," *Rolling Stone* (August 6).

**☐ FINAL EXAM: Tuesday, May 18 from 1:30-2:45 PM**