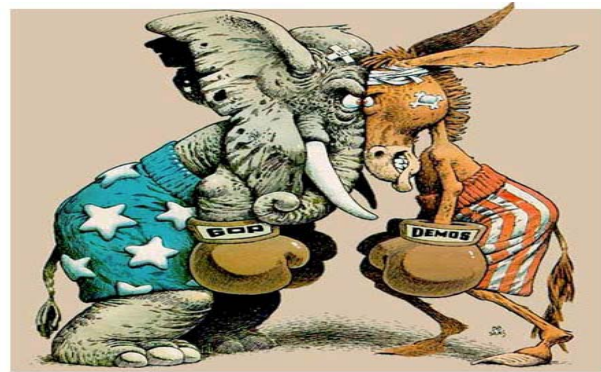


# Lewis-Clark State College

- Fall Term 2022 -

## POLS 101 Introduction to American Politics



### Course Description:

Students are introduced to the general problems of government. The emphasis is on the basic concepts of American politics and the major structural and Constitutional elements of national government.

### General Course & Contact Information:

<b>Instructor:</b> Leif Hoffmann	<b>Office:</b> Spalding Hall, Rm. 206
<b>Class Dates:</b> Tuesdays 1:00pm – 4:00pm	<b>Advising Hours:</b> Before or after class as possible; via email, particularly through RJS-ICIO, IDOC Instructor David Manley
<b>Classroom:</b> Idaho Correctional Institution - Orofino	<b>Phone:</b> 208-792-2818
<b>Credits:</b> 3	<b>Email:</b> lshoffmann@lcsc.edu
<b>Prerequisites:</b> None	

### General Education Competency Areas:

Social and Behavioral Ways of Knowing

### General Education Learning Outcomes:

Upon successful completion of this course, you should be able to demonstrate the following competencies:

#### *Social and Behavioral Way of Knowing:*

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline. (political science)
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

**Course Objectives:**

"The nine most terrifying words in the English language are, "I'm from the government and I'm here to help."

Ronald Reagan, August 12, 1986

Despite our cynicism of politicians and our widespread mistrust of government, Americans expect a lot out of their government. We expect it to keep us safe from enemies domestic and abroad, to mitigate the effects of natural and man-made disasters, to keep the economy running smoothly, to make certain that people are treated fairly, and to ensure that we have access to a functioning infrastructure, including good roads, quality education, and electrical grids, among many other things. We also expect government officials to listen to us and care about our complaints. Yet we tend to quarrel about *what* problems government should help solve, and *how* government should help solve them.

The purpose of this course is to introduce you to the fundamentals of American government and politics, particularly the major institutions and processes. It hopes to stimulate your interest in American political processes while simultaneously honing your skills and abilities in analyzing and evaluating issues and public policies, which affect us all. Further, the course aims to provide a thoughtful description of the way the American political system deals with our expectations, the reasons that it works the way it does, and the challenge of governing America in the twenty-first century.

We will begin by exploring the constitutional foundations of the American political system and then move on to examine the key institutions of the American state and how they influence political outcomes. Finally, we will take a closer look at American political processes, especially by studying major political entrepreneurs, such as political parties, interest groups and the news media, before discussing what the prospects for institutional reform are and whether they are even desirable.

Overall, this course is designed to help students develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing of the General Education Core. In addition to the learning outcomes listed above, students will

- Describe how shared and conflicting values impact the creation of political institutions.
- Explain why contests over constitutional rules are so intense.
- Describe the evolution of federal-state relations and explain how groups use the federal system strategically.
- Describe the evolution of the powers of national institutions (Congress, the president, the bureaucracy, and the federal courts) and explain the consequences of this evolution for values.
- Understand the underlying logic of politics and apply it to different scenarios in the oikos (private sphere) and polis (public sphere).
- Interact with political entrepreneurs.

By the end of the course students should also be able to engage questions such as:

- ❖ Why can we not solve our disputes through simple bargaining all the time? What factors undermine bargaining in different settings?
- ❖ What sorts of institutions are commonly used to manage conflicts in societies? What are some examples of where these institutions have failed?
- ❖ Why is the Electoral College so complicated?

- ❖ Which issues were consciously left unresolved by the Framers? Why?
- ❖ Why did Madison argue that it was necessary to separate governmental authority among several branches?
- ❖ What are the differences between unitary governments, confederations, and federal governments?
- ❖ What sort of groups find it more efficient to lobby for policy changes at the national level and what groups might prefer to do it at the state level?
- ❖ Why would a majority in society ever seek to extent and protect minority rights in the face of huge costs, such as a civil war?
- ❖ What are the differences between civil rights and civil liberties?
- ❖ Why do members of Congress show such a strong inclination to be individually responsive but collectively irresponsible?

### Required Texts:

Two books are required for the course. Additional readings will be made available. **All** the readings are **REQUIRED** and I retain the right to examine you on issues raised in any of the readings. A few additional readings for future study or personal interest are listed at the end of the syllabus.

#### *Required Books:*

- ❖ Kernell, Samuel, Jacobson, Gary C., Kousser, Thad, Vavreck, Lynn, Johnson, Timothy, R. 2022. *The logic of American politics*. 10th ed. Los Angeles: Sage.
- ❖ Kernell, Samuel, Smith, Steven. S., ed. 2019. *Principles and Practice of American Politics: Classic and Contemporary Readings*. 7th ed: CQ Press.

All other readings will be made available.

To stay abreast of recent events in the United States and to apply your knowledge gained in class, the daily reading of major national American news sources, such as *The New York Times*, *USA Today*, *The Washington Post*, *The Wall Street Journal*, and regional news sources, such as *The Lewiston Tribune* and *The Idaho Statesman*, is **HIGHLY** recommended and encouraged.

A non-exhaustive list of some major news sources with internet links can be found at the end of the syllabus. In any case, make **ABSOLUTELY** sure to follow the news in one way or another (newspapers, TV or internet). Ignorance is not always bliss.

### Expectations & Requirements:

This is a 100-level course, which involves a mixture of lectures, discussions, brief videos, and a **substantial** amount of reading.

Consequently, throughout the term I expect you to come to class having read and thought about the assigned readings *in advance*, to demonstrate an understanding of the material, actively participate in the class discussions and make thoughtful contributions that benefit the class.

Political science, like physics or chemistry, attempts to arrive at a rigorous understanding of the world it studies. In that sense, you can expect this course to be as difficult as any other science course you have taken. However, unlike chemistry or physics, in political science we are the subjects we are studying. We have the unique opportunity to know just how the phenomena we are examining under our microscope feel about being examined. In some ways, this simplifies our tasks as political scientists, and in some ways, it renders it more difficult.

Further, it is important to recognize that while many issues we are exploring are contentious and there are often no right or wrong answers per se, there are, however, good and bad arguments. In other words, when making arguments in writing or in discussions ALWAYS make certain that your arguments are logically sound and supported by the available evidence.

Students are expected to attend **ALL** class sessions in order to receive full credit for taking this course. I retain the right to take class attendance on a regular basis. If a class date is problematic for you or unforeseen circumstances hinder you to attend class, please come see me. I will be more than happy to talk to students when possible. Please do not contact me with technical questions that can be answered with a more careful reading of the syllabus and the assignment sheets.

Students are expected to pay attention to **ALL** class material in order to receive full credit for taking this course.

*Unit Discussion Posts:*

The discussion posts provide you with the opportunity to engage ideas and deepen your understanding of the material. You are required to write a response to 10 out of the 12 regular course units by commenting and posing questions on a unit's readings and other material. While each unit discussion forum will provide at least a question or two to get you started, you are free to **additionally** focus on other key aspects of the readings and videos and raise different issues related to the material. As the course progresses, you should also attempt to make linkages across the material of the different units.

Your written response needs to be at least 250 words long and not exceed 350 words. Furthermore, you are required to **at least** take the time to **read and briefly respond on a separate page to answers on each unit by two other students**. All unit responses, including your feedback on the responses of AT LEAST two fellow students, need to be done before the start of a new unit.

You need to follow all directions carefully and adhere to high standards for grammar, spelling, etc. Furthermore, when referring to other people's ideas out of book and other source material, you need to properly cite them and provide a bibliography. **Please note that only your first ten submitted unit responses will be graded.**

*Government Meeting:*

You are required to attend (virtually via a pre-recording or at an in-person opportunity at your facility) one governmental meeting throughout the semester to observe the democratic process and submit a two to three-page report on this meeting. You are free to observe a meeting of any type of governmental institution, be it a cemetery board meeting, a legislative forum, a city hall or county commission session, a debate in the US House of Representatives, etc.

Your summary report needs to answer at the very least the following questions:

- 1) What meeting did you observe? When and where did it take place?
- 2) Who was present?
- 3) What topics were discussed and why? Was anything considered controversial?
- 4) Most importantly, you are required to make connections to key course concepts. Thus, identify at the very least two key concepts from the course and describe how they played a role in your observed meeting.
- 5) What did you learn from your meeting observation as well as making connections to the course material? Did anything come to you as a surprise?

*Presentation Paper:*

This assignment requires that you pick a chapter out of *Principles and Practice of American Politics: Classic and Contemporary Readings* and present the chapter's set of readings to the rest of the class as a two to three-page hand-out summary. The hand-out presentation needs to include the main points and arguments of the respective authors and to suggest some discussion questions at the end of your hand-out. Remember to keep in mind important points, such as who the authors are, what their intended audiences might be, who they might be arguing against, etc. This exercise is also geared towards familiarizing you with academic language given that most of the texts reprinted in this course reader have been taken from academic journal or books. Consequently, you will most likely need to read and reread the texts several times to understand the nuances. Do not forget to include "Works Cited" information.

*Commenting on presentation papers:*

You are required to comment on **at least** two presentation papers submitted by your colleagues on within the week following their submission (the latest). This not only gives you an opportunity to build an epistemic community among yourselves, but will also help you to learn a lot about the shortcomings and strengths of your own review and broaden your knowledge of key concepts in American politics. *Please make sure when making suggestions for improvements for future assignments that your comments are constructive and realistic. You will notice that commenting on other students' work, especially the paper's strengths and weaknesses as well as unclear phrasing and grammatical errors, will help you as much as them. Each of your two comments need to be AT LEAST 200 words long.*

*Developing and administering one's own Citizenship Test:*

During the course of the term you are required to develop your own citizenship test (creating questions YOU think citizens should know) and administer it to **AT LEAST** three people. In addition to developing and administering your own citizenship test, you will also need to submit a short two to four-page paper answering a couple of self-reflection questions.

Detailed instructions and assignment examples will be made available.

*Naming of Files:*

Be very clear and specific when saving and submitting a file, especially when communicating with others. Many students tend to name their files only "DiscussionPost.doc", "Smith.doc", or "CitizenshipTest.docx". Of course, this is very confusing for the recipient of your document (be it a fellow student, an instructor or future employer). Try to develop a consistent and clear system over time. This will help you to remember what the file is about months and years down the road and make communication with others easier. **Make certain that your file name includes your last name, year, title of your document and course number/name and the type of assignment:**

Smith(2022)-POLS101-AmericanNationalGovernment-DiscussionPost1-Finished[1]

*Three Exams:*

These exams are meant to test your knowledge of the material presented during this course. They are comprehensive and cumulative, i.e. the exams will draw on the entirety of the lectures, readings and other materials presented in the class. Details on the format of the exams will be announced in class. Please keep in mind that any information from the readings is fair game for exams and quizzes, whether or not it is explicitly covered in class. Also note that the lectures will sometimes introduce material not covered in the textbook, so good note taking is key to your success in the class.

A study guide will not be provided for the first exam. The reason for this will be discussed later in the course.

*General advice:*

The use of Wikipedia or a related site is **unacceptable** beyond employing it as a starting point similar to an encyclopedia. It is a bad idea to cite Wikipedia in any of your courses. Additionally, don't cite lecture notes as sources. **Make sure to proofread!** Spell checks can and do fail. **If there are significant spelling and grammatical mistakes throughout an assignment, you will be graded down.** A good paper is a well-written paper which avoids grammatical errors and spelling mistakes.

**Give 24 hours advance notice or formal doctor's letter for excused absence or assignment extension.** No other extensions or absences will be excused. Late assignments lose a half letter grade each day. **NO LATE UNIT DISCUSSION POSTS WILL BE ACCEPTED.** Consequently, do not wait until the last minute.

Do not hesitate to contact me for assistance with assignments before or after class or via David Manley. I am there to help you to succeed and make the best out of your learning experience.

Be active in class, ask questions, and share your concerns. Chances are if you are confused about an issue, there are other students in the class that share your confusion. Last but not least, **find a study partner.** This will pay off in the end. You can study together, share notes, and help each other with the assignments, e.g. help each other proofread or constructively critique the structure and information provided in your assignments.

**Course Netiquette:**

Students are expected to conduct themselves professionally as adults. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

Thus, please treat the other students in the course with the utmost respect. If you are participating in a debate, please criticize your opponent's arguments rather than the opponent's identity.

The 3 Branches of Government



**Grading Procedures:**

Every effort will be made to grade assignments within one week of the due date (Note that this might be different from the date that you personally submitted your assignment.).

Please **be aware that minimum requirements are as the term indicates MINIMUM requirements** to not fail an assignment. In short, do NOT expect to receive an outstanding grade for simply having done the minimum. There is no curve in this course. All assignment and exam grades throughout the term and the overall course grade will be calculated on a 100 point scale and calibrated as follows:

Letter Grade		A	100 - 92.50	A-	89.50 – 92.49
B+	87.50 – 89.49	B	82.50 – 87.49	B-	79.50 – 82.49
C+	77.50 – 79.49	C	72.50 – 77.49	C-	69.50 – 72.49
D+	67.50 – 69.49	D	59.50 – 67.49	F	Below 59.49

Activity	When Due	% of Course Grade	GELOs
Participation in Unit Discussions	Submit a write-up to questions on ten out of the twelve units during the specific week(s) a unit is covered; the write-ups are due before the start of the next unit	20% (2% for each posting)	1; 2; 3; 4; 5
Government Meeting	November 27	5%	1;2;4;5
Presentation Paper	October 23	15%	1; 2; 3; 4; 5
Comments on Presentation Papers	October 30	5%	1;2;4;5
Citizenship Test	December 4	10%	2; 3; 4; 5
Exam 1	October 4	10%	1; 2; 4; 5
Exam 2	November 8	15%	1; 2; 4; 5
Final	December 13	20%	1; 2; 4; 5

To avoid any confusion, please note once more that the overall course grade is weighted. Thus, as shown above, each assignment contributes differently to your course grade. You can also calculate your own grade by using the following formula:  $\text{Course Grade} = .20(x) + .05(x) + .15(x) + .05(x) + .10(x) + .10(x) + .15(x) + .20(x)$ .

*Regrading of assignments:* You may request the regrading of materials that have been graded by the instructor. Any request has to be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

*Incompletes:* Incompletes will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness – family visits, weddings, etc., do not count), when the relevant assignment(s) cannot be completed in time. In all other cases the grade will be based upon the work completed by the end of the semester, which may result in a failing grade. The grade “I” for an incomplete may be assigned only after instructor and student have completed and signed a Contract for Grade of Incomplete which makes arrangements for the unfinished work to be completed.

*College Grading Scale:*

The college grading scale can be found, among other places, on the LCSC Registrar’s website: <https://www.lcsc.edu/registrar/grades-honors/>

### **Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:**

Any form of plagiarism or cheating will not be tolerated. When you hand in an assignment, make sure that everything in it is your own work and that you have made the appropriate references where necessary. It is your responsibility to understand what constitutes plagiarism. Neither ignorance nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Violations will be punished to the full extent possible, including flunking of the course and a referral to the Dean of Student Services. Raise any questions and concerns you have with the

instructor before problems arise. To learn more about LCSC's Policy on Academic Dishonesty, read it at <http://www.lcsc.edu/student-affairs/student-code-of-conduct/>.

**Course Schedule:**

Date	Class	Assignment for Class
<b>SECTION ONE: CONSTITUTIONAL FOUNDATIONS</b>		
<b>Unit 1 (Weeks 1 &amp; 2)</b>		
August 23	Syllabus review / Introduction to class	No advanced reading required
August 30	The Logic of American Politics	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 1: pp. 1 – 30 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 1: pp. 1 – 17
<b>Unit 2 (Week 3)</b>		
September 6	The Constitution	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 2: pp. 32 – 87 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 2: pp. 19 – 41
<b>Unit 3 (Week 4)</b>		
September 13	Federalism	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 3: pp. 88 - 129 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 3: pp. 43 – 79
<b>Unit 4 (Week 5)</b>		
September 20	Civil Rights	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 4: pp. 130 - 183 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 4: pp. 81 – 109



<b>Unit 5 (Week 6 &amp; 7)</b>		
<b>Date</b>	<b>Class</b>	<b>Assignment for Class</b>
September 27	Civil Liberties	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 5: pp. 184 - 229 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 5: pp. 111 – 144
October 4	EXAM 1 & Civil Liberties (cont.)	Catch up with reading or read ahead
<b>SECTION TWO: GOVERNMENT INSTITUTIONS</b>		
<b>Unit 6 (Week 8)</b>		
October 11	Congress	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 6: pp. 230 - 295 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 6: pp. 145 – 185
<b>Unit 7 (Week 9)</b>		
October 18	The Presidency	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 7: pp. 296 - 345 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 7: pp. 187 – 218
<b>Unit 8 (Week 10)</b>		
October 25	The Bureaucracy	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 8: pp. 346- 389 <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 8: pp. 219 – 245

<b>Unit 9 (Week 11)</b>		
<b>Date</b>	<b>Class</b>	<b>Assignment for Class</b>
November 1	The Federal Judiciary	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 9: pp. 390 – 433 Lithwick (2014) The thing that scares me the most Weigant (2014) Supreme Court’s Lack of Religious Diversity  <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 9: pp. 247 – 271
<b>SECTION THREE: THE POLITICAL PROCESS</b>		
<b>Unit 10 (Weeks 12 &amp; 13)</b>		
November 8	EXAM 2 & Public Opinion, Voting and Campaigns	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 10 and 11: pp. 434 – 504  <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 10 and 11: pp. 273 - 351
November 15	Public Opinion, Voting and Campaigns (cont.)	Catch up with reading or read ahead
<b>Fall Break (Week 14)</b>		
November 21 – November 25 FALL BREAK – NO CLASS		
<b>Unit 11 (Week 15)</b>		
November 29	Political Parties	Kernell et. al. 2022. <i>The logic of American politics</i> . Chapter 12: pp. 506 - 546  <b>STRONGLY RECOMMENDED:</b> Kernell, Samuel, Smith, Steven. S., ed. 2019. <i>Principles and Practice of American Politics: Classic and Contemporary Readings</i> . 7th ed: CQ Press. Chapter 12: pp. 353 - 381
<b>Unit 12 (Week 16)</b>		
December 6	Reflections and Debate: What should a U.S. citizen know? & Course Review: Prospects for Institutional Reform	Kernell et. al. 2022. <i>The logic of American politics</i> Chapter 15: pp. 622 – 652
<b>Unit 13 (Week 17)</b>		
December 13	FINAL EXAM	No reading required



### Recommended Readings:

- Abrams, Samuel J., and Morris P. Fiorina. 2012. "The Big Sort" That Wasn't: A Skeptical Reexamination. *PS: Political Science & Politics* 45 (02):203-210.
- Aldrich, John Herbert. 1995. *Why Parties? : The Origin and Transformation of Political Parties in America*. Chicago: The University of Chicago Press.
- Baglione, Lisa A. 2012. *Writing a research paper in political science: a practical guide to inquiry, structure, and methods*. Thousand Oaks, Calif.: CQ Press.
- Bishop, Bill. 2008. *The Big Sort: Why the clustering of like-minded Americans is tearing us apart*. New York: Houghton Mifflin Company.
- Hartz, Louis. 1955. *The Liberal Tradition in America: An Interpretation of American Political Thought since the Revolution*. New York: Harcourt Brace Jovanovich.
- Johnson, Janet Buttolph, Reynolds, H. T., Mycoff, Jason D. 2015. *Political Science Research Methods* (8 ed.): CQ Press.
- Mayhew, David R. 1974. *Congress: the electoral connection*. New Haven: Yale University Press.
- Powner, Leanne C. 2014. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks, California: CQ Press.
- Putnam, Robert D. 1995. Bowling Alone: America's Declining Social Capital. *Journal of Democracy*, 6(1), 65 - 78.
- Skocpol, Theda. 1996. *Protecting Soldiers and Mothers : The Political Origins of Social Policy in the United States* [in English]. Cambridge, Mass. [u.a.]: Belknap Press of Harvard Univ. Press.
- Skowronek, Stephen. 1997. *The politics presidents make: leadership from John Adams to Bill Clinton*. new ed. Cambridge, Mass.: Belknap Press.
- Skowronek, Stephen. 1982. *Building a New American State: The Expansion of National Administrative Capacities, 1877 - 1920*. Cambridge: Cambridge University Press.
- Smith, Rogers M. 1993. Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America. *The American Political Science Review* 87 (3):549-566.
- Thomas, Sue Wilcox Clyde. (2014). *Women and elective office : past, present, and future*. New York: Oxford University Press.

### Recommended Movies:

- Coblentz, Walter, et al., Pictures Warner Bros, and Video Warner Home. 1997. *The candidate*. Burbank, CA: Warner Home Video.
- Douglas, Michael, et al., Corporation Twentieth Century-Fox Film, and Inc Twentieth Century Fox Home Entertainment. 2000. *Wall Street*. Beverly Hills, Calif.: Twentieth Century Fox Home Entertainment.

- Hausman, Michael, et al., H. B. O. Films, Productions Spring Creek, Productions Mirage, Productions Trigger Street, Pictures Everyman, Office Home Box, and H. B. O. Video. 2008. *Recount*. [United States]: Home Box Office : Distributed by HBO Video.
- Mulligan, Robert, et al., International Universal, and Inc Brentwood Productions. 2005. *To kill a mockingbird*. Universal City, CA: Universal.
- Pakula, Alan J., et al., Video Warner Home, Pictures Warner Bros, and Enterprises Wildwood. 2006. *All the President's men*. Burbank, CA: Distributed by Warner Home Video.
- Pelosi, Alexandra. 2004. *Journeys with George*: HBO Video.
- Sayles, John. 1999. *Matewan* [videorecording]. USA: Cinecom Entertainment Group and Film Gallery in association with Goldcrest.
- Stewart, James, et al.. 1993. *Frank Capra's Mr. Smith goes to Washington*. [Burbank, Calif.]: Columbia TriStar Home Video.

### Useful Websites:

Websites listing hundreds of newspaper from around the world:

- ❖ <http://www.onlinenewspapers.com/>
- ❖ <http://newslink.org/>
- ❖ <http://www.newspapers.com/>
- ❖ <http://www.refdesk.com/paper.html>

Front pages of hundreds of newspapers from around the world daily at the Newseum:

- ❖ <http://www.newseum.org/todaysfrontpages/default.asp>

The Wall Street Journal:

- ❖ <http://online.wsj.com/home-page>

The New York Times:

- ❖ <http://www.nytimes.com/>

The New Republic:

- ❖ <http://www.tnr.com/>

The Washington Post:

- ❖ <http://www.washingtonpost.com/>

The Atlantic:

- ❖ <http://www.theatlantic.com/>

The National Review:

- ❖ <http://www.nationalreview.com/>

Presidential Campaign Commercials Database:

- ❖ <http://www.livingroomcandidate.org/>

C-SPAN:

- ❖ <http://www.c-span.org/>

Congressional legislative information:

- ❖ <https://www.congress.gov/>

FactCheck.org:

- ❖ <http://factcheck.org>

PolitiFact.com:

- ❖ <http://www.politifact.com>

Project Vote Smart:

- ❖ <http://votesmart.org>

Idaho Legislature:

- ❖ <http://www.legislature.idaho.gov/>

Idaho Supreme Court:

- ❖ <http://www.isc.idaho.gov>

Idaho Public Television's Legislative Live:

- ❖ <http://www.idahoptv.org/leglive>

U.S. Census Bureau:

- ❖ <http://www.census.gov/>

CIA – The world factbook:

- ❖ <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Link to U.S. Naturalization Test:

- ❖ <http://www.uscis.gov/portal/site/uscis>

International IDEA Voter Turnout Database:

- ❖ <http://www.idea.int/vt/>

World Values Survey:

- ❖ <http://www.worldvaluessurvey.org/>

Republican Party:

- ❖ <https://www.gop.com/>

Democratic Party:

- ❖ <https://www.democrats.org/>

City of Lewiston Government Live & Recorded Meetings:

- ❖ <https://livestream.com/accounts/11220190>

Additional websites will be introduced throughout the term.