

ENG 201: INTRODUCTION TO LITERARY STUDIES

... literature perhaps stands on the edge of everything, almost beyond everything, including itself. It's the most interesting thing in the world, maybe more interesting than the world...

(Derrida, *This Strange Institution* 47)

Prof. Katy Stavreva

Office Hours: M, F 11-noon & by appointment

Office: 200 South Hall, x4255, 319/930-1687 (cell)

E-mail: kstavreva@cornellcollege.edu

Class: 12:30-3 PM

Morning & evening events:
see schedule

REQUIRED TEXTS AND SUPPLIES

Meets Intercultural Literacy EPO by including literature from several historical eras and national/cultural traditions.

- Culler, *Literary Theory: A Very Short Introduction* (2011)
- Gaiman, *The Ocean at the End of the Lane* (2013)
- Powell, *Repast* (2014)
- Shakespeare, *As You Like It: A Norton Critical Edition* (2012)
- Shelley, *Frankenstein* (Penguin Classics, 2003)
- Readings from Gale Researcher British Literature
(<http://infotrac.galegroup.com/itweb/kstavreva?id=demo&db=GLRS>; password: DEMO)
- Moodle readings

COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to literary studies as the core of the pluralistic and rapidly globalizing discipline of English. By its end, you should:

- have a firm understanding of the dynamic field of “English”;
- have experience analyzing a variety of texts – fiction, creative non-fiction, poetry, drama, performance – from a wide range of historical eras, popular and literary, fun and challenging;
- be able to read a literary text closely as well as widely, i.e. in relation to various contexts;
- have knowledge of key theoretical concepts and literary-studies terminology and be able to use them appropriately;
- be able to locate and integrate in your written work various types of scholarly resources in English (primary, secondary, reference).

The course supports the following Educational Priorities and Outcomes of Cornell College:

- **Inquiry.** We read, reflect, and research to understand the role of literature in our society and our lives; we develop analytical and research skills to better understand literature.
- **Communication.** We write in a variety of forms: formal and informal/experimental papers for academic and general audiences. We also give oral presentations.
- **Intercultural literacy.** We read and discuss literature from several historical eras and national/cultural traditions.

ASSIGNMENTS AND EVALUATION

Preparation, Presence, Participation

- **Preparation:** All our class discussions depend on you reading the texts listed on the syllabus. Please bring all texts assigned for the day to class, including printouts of the Moodle readings. Our work is impossible without a text in hand.
- **Presence:** Your attentive presence to every member of this class is a key to our success. As French philosopher Simone Weil wrote: “**Attention is the rarest and purest form of generosity.**” I expect you to engage respectfully and productively with discussion questions and contributions made by the professor, the presenters, and all class members. **Our class is a cell-free zone, unless we need to do some on-the-spot research.** If I see your phone, I will ask you to put it away.
- **Participation:** You will need to balance note-taking and discussion contribution. Whether you find speaking a breeze or even a simple comment is excruciating, the goal for this course is for each person to participate actively every day. If you have not contributed to the daily class discussion, at the end of the class I will call on you to summarize main concepts and discussion threads.

A **journal** of eight entries of 350-400 words reflecting on the critical and literary reading assignments. For each entry, create a header with the date, entry number, and title. With the exception of “Impressions of an ‘Actual Community’,” each entry should include the following elements:

- key theoretical concept/literary term that is important for your reflection with a brief definition, properly cited;
- one or two quotations from the literary reading, with page reference, on which you focus your reflection;
- one or two questions for class discussion.

Meets EPO of Inquiry.

Two journal entries must reflect on your experience attending a live literature event (dates listed on the schedule). You can, of course, add an extra entry if you attend and reflect on all three events, for extra credit.

Your journals (two or three entries per week) are due on in class on Friday.

A **group presentation** on an assigned scholarly article on *As You Like It*: 15 min max, exclusive of class discussion. More detailed instructions on Moodle.

Meets EPO of Communication.

Two formal papers:

- A **close reading** of a passage from Gaiman's *The Ocean at the End of the Lane* (4-5 pages). This is an analytical paper with a clear aim, employing correctly and effectively literary-studies terminology.

Meets EPO of Inquiry through analysis.

- **Research project:** zine, annotated bibliography, and prospectus for a proposed research paper on a focused aspect of D.A. Powell's *Repast*. (Note: You do not complete the project, you prepare a short public statement about its value/immediacy in a zine format, then conduct research summarizing its results in an annotated bibliography, and finally write up a proposal about what continued research and work would do). More detailed instructions on Moodle.

Meets EPO of Inquiry through analysis and research design. Meets EPO of Communication through exploring a variety of forms of writing

A **final exam**, to include short answers from the literary reading assignments and a cumulative quiz on theoretical concepts and literary terms.

Individual assignments will be weighted as follows:

Preparation, Presence, Participation	10%
Journal	20%
Group presentation	10%
Close reading paper	15%
Research Project (incl. zine and annotated bibliography)	25%
Final exam	20%

POLICIES

Out-of-class communication. You must check your e-mail at least once a day and respond promptly to your colleagues, including your professor. Include the course number or title in the subject line. E-mail is my preferred mode of contact during the day. If you need to get in touch with me in the evening, or during weekends, please text my mobile number.

Cell phones and food: Turn off all electronic devices and put them away before class. You may bring legal drinks to class, but please refrain from eating during class sessions, as discussions need everybody's undivided attention and thoughtful contributions.

Late work is inevitably a problem on the block plan. Besides, making time to read papers submitted after the deadline involves re-scheduling a host of other obligations on my part, making me uncharacteristically irritable, which I'm sure you hope to avoid. Therefore, **all late assignments will get a grade of F**. If you need an extension, please let me know at least **24 hours in advance**. All papers are to be uploaded through Moodle.

Attendance: Class attendance is assumed; you are individually responsible to cover missed topics and exercises; excessive tardiness or missing more than two class sessions will lower your final course grade by two increments for each additional absence (e.g., from B+ to B-).

Academic integrity and paper style/format. You've heard this before: plagiarism, also known as intellectual theft, and cheating will result in a failing grade for the course. Proper research hygiene is crucial for all our work.

Cornell College has the following policy on academic integrity:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

If you're ever in doubt about crediting a source, please ask! A useful summary of MLA documentation style is available on the web site of the Purdue Online Writing Lab, <https://owl.english.purdue.edu/owl/section/2/11/>.

Paper format:

- include your name, an informative title relevant to the specific topic of your paper (not the title of the assignment);
- use 1" margins, double-spaced text throughout;
- legible font (e.g. Times New Roman, Perpetua, Garamond);
- number the pages and indicate the word count;
- upload the document as an MS Word or pdf file.

Help and accommodation: Don't hesitate to talk to me if you're struggling with a reading or written assignment. I'm happy to meet with my students outside of class, and besides, there's always tea in my office. Also, if you have a disability that requires accommodation, please come see me during the first two days of classes.

Reading and Writing Schedule

It's not written in stone, nor would we be able to discuss in detail all reading assignments. Come to class ready to discuss readerly pleasures and confusions.

If you miss a class period, it is your responsibility to consult your colleagues for updates.

Date	Readings for the day	Papers, projects, presentations for the day
1 st Mon, 10-30	Introduction to the course: Who are we? Why are we here? In class writing: "Here & Now": individual, joint, wider responses.	
1 st Tue, 10-31	Culler, chapter 2 "What is Literature and Does It Matter" (pp. 19-42). Moodle readings: Kisha Schlegel, "Dolly," "Darth Vader"; Reiner Maria Rilke, "The First Elegy" (from <i>The Duino Elegies</i>); "Close Reading – Wide Reading."	Print all Moodle readings and annotate extensively a passage from the literary readings whose literary qualities have drawn your attention (20-30 line poetry, 2-3 paragraphs prose). What makes it literary?
1 st Wed., 11-1	Culler, chapter 4 "Language, Meaning, and Interpretation" (pp. 56-69). Moodle reading (print it): Kisha Schlegel, "Empire Builder." Gaiman, <i>The Ocean at the End of the Lane</i> (pp. 3-35 for class discussion, but read as much as you can). Discussion of "Close Reading" paper assignment.	Write a one-pager "Impressions of an 'Actual Community'" in your journal and bring three copies to class.
1 st Thur, 11-2	Culler, chapter 6 "Narrative" (pp. 83-94). Gaiman, <i>The Ocean</i> (pp. 36-178; try to do the reading at a single sitting).	Attend Kisha Schlegel's reading at the VEL, 6 PM and write a short response in your writer's journal. This is one of three options for literary events; only two are required.
1 st Fri, 11-3	Culler, chapter 8 "Identity, identification, and the subject" (pp. 109-20). Listen to Neil Gaiman: "The Ocean at the End of the Lane" Talks at Google at https://www.youtube.com/watch?v=1Z4mwSdcLoc&t=34s In preparation for our discussion of taking responsibility for one's work and avoiding plagiarism, read Holly Tipton Hamby, "Taking Responsibility for the Work of Other Writers" in Gale Researcher, <i>British Literature 2/The Discipline, Ethics, and Art of Writing about Literature</i> .	Week 1 journals due by class time.

Date	Readings for the day	Papers, projects, presentations for the day
1 st Sat., 11-4		“Close Reading” paper #1 due by 3 PM on Saturday.
2 nd Mon, 11-6	<i>Frankenstein</i> , from the author's Introduction and Preface, through Captain Robert Walton's letters and chapters 1-6 (including chapter 6). Introduction to and section from Johanna M. Smith's article, "'Cooped Up': Feminine Domesticity in <i>Frankenstein</i> " (on Moodle).	Attend <i>Elizabeth I: In Her Own Words</i> : a one-act play and talk-back with the actors at 7:30-9 PM in Zamora's, and write a short response in your writer's journal. This is one of three options for literary events; only two are required.
2 nd Tue, 11-7	<i>Frankenstein</i> , chapter 7 through 15. Culler, from ch. 9, “Ethics and Aesthetics,” section on Ethics (pp. 121-29).	
2 nd Wed, 11-8	<i>Frankenstein</i> , chapter 16-end. Cultural Criticism and <i>Frankenstein</i> , including Lee E. Heller, “ <i>Frankenstein</i> and the Cultural Uses of the Gothic” (on Moodle).	
2 nd Thur, 11-9	Class starts at noon! Screening of <i>Frankenstein</i> (dir. James Whale, 1931), then discussion of the film as a cultural-creative interpretation of the novel.. In preparation for the film discussion, read 1) “Mad Scientist” Wikipedia article (https://en.wikipedia.org/wiki/Mad_scientist), 2) “The Enduring Scariness of the Mad Scientist” (https://www.theatlantic.com/health/archive/2014/10/the-enduring-scariness-of-the-mad-scientist/382064/), 3) sections from “Putting Our Immigrants through the Sieve at Ellis Island” (on Moodle, up to the bottom of 3 rd column, the sentence starting with “These and similar considerations...”). In class: choose the section of Powell's <i>Repast</i> you'll advocate for selections from.	
2 nd Fri, 11-10	Read 1) Culler, chapter 5 “Rhetoric, Poetics, and Poetry” (pp. 69-81), 2) the Introduction to D. A. Powell's <i>Repast</i> and 3) one of the three sections, <i>Tea</i> , <i>Lunch</i> , or <i>Cocktails</i> , as assigned. <u>Come to class having chosen six poems from your section and ready to persuade your group that these are the poems that the class should read and discuss.</u> Be ready to argue the literary and cultural value of your	Week 2 journals due by class time.

Date	Readings for the day	Papers, projects, presentations for the day
	<p>choices. Introduce zine assignment. Sign up for next week's presentations.</p>	
2 nd Sat.- Sun., Nov. 11-12	<p>Come up with two potential ideas for your zine, doing any preliminary research necessary, and write one paragraph about each, on a single sheet of paper. Bring two typed, printed copies of your proposals to the library workshop on Monday morning.</p>	
3 rd Mon., 11-13	<p>10-11 AM Library workshop in Cole 212 on research on contemporary literature. Discuss final paper assignment. Begin research for zines and bring to afternoon class printed-out copies of <u>two</u> potential sources.</p> <p>1-3 PM In-class sounding board regarding the zines. Decide on any class-wide elements to zines or possible collaborations.</p> <p>Discussion of Powell's poems from <i>Tea and Lunch</i>.</p>	
3 rd Tue, 11-14	<p>9:30-10 AM Planning conference with Wednesday presenters on Woodbridge in South Hall 200.</p> <p>PM class: Discussion of Powell's poems from <i>Cocktails</i>.</p> <p>Zines draft workshop.</p>	<p>Finalize your research for your zine. Sketch or outline it by class time and bring 3 copies.</p>
3 rd Wed., 11-15	<p>PM class: Read 1) <i>As You Like It</i>, acts 1-2; 2) Culler, chapter 7, "Performative Language" (94-107).</p> <p>Group presentation on Woodbridge, "Country Matters" (in <i>AYLI</i> 269-77).</p> <p>3:10-3:40 PM Planning conference with Thursday presenters on Howard in the classroom.</p>	<p>Final draft of the zine project due in class. We'll make them available for D.A. Powell's audience (bring 8 copies).</p> <p>Attend D.A. Powell's reading, 4-5 PM, Van Etten-Lacey House, and write a short response in your writer's journal. This is one of three options for literary events; only two are required.</p>
3 rd Thur, 11-16	<p>9:30-10 AM Planning conference with Friday presenters on Traub in South Hall 200.</p> <p>10-10:30 AM Planning conference with Friday presenters</p>	

Date	Readings for the day	Papers, projects, presentations for the day
	<p>on Masten in South Hall 200.</p> <p>PM class. Discuss <i>AYLI</i>, acts 3-4.1. Group presentation on Howard, “Cross-dressing, the Theatre, and Gender Struggle in Early Modern England” (<i>AYLI</i> 337-54).</p>	
3 rd Fri, 11-17	PM class. Discuss <i>AYLI</i> 4.2-end. Group presentations on Traub, “The Homoerotics of <i>As You Like It</i> ” (<i>AYLI</i> 380-86) and Masten, “Ganymede’s Hand in <i>As You Like It</i> ” (<i>AYLI</i> 395-403).	Week 3 journals due by class time.
3 rd Sat., 11-18		Annotated bibliography for research project proposal due by 6 PM (Moodle).
4 th Mon., 11-20	<p>Morning and afternoon conferences on final paper (elective, by sign-up).</p> <p>1-2 PM Overview for the final exam.</p>	
4 th Tue, 11-21	1-3 PM Final exam.	
4 th Wed., 11-22		Research project prospectus due by noon (Moodle).

Politics 172

Introduction to American Politics

Cornell College, Block 3, 2016-17

MWF, 9:15-11:30am

TTh, 9:15-11

Afternoons 1-3pm as noted on schedule or otherwise advertised

Location: Thomas Commons Beijing

Instructor Information

Contact Information

Professor Hans Hassell

Email: hhassell@cornellcollege.edu

Office: South Hall 304

Office Hours: I am in my office from 9am until 3pm unless I'm in class or a meeting. If you want to set up a specific appointment, please email me.

Quantitative Reasoning Consultant:

Jessica Johanningmeier

Email: jjohanningmeier@cornellcollege.edu

Office: Cole Library 126

Writing Studio: Cole 125, 895-4462. Hours: Monday-Thursday, 8am-11pm; Friday, 8am-5pm; Sunday, 1-11pm.

Course Description and Objectives

This is a survey course on the politics of the United States.

The first primary purpose is to introduce you to the institutions and the practices of American politics. We will examine all of the major political institutions of the U.S. government at the national level. We will consider how those institutions incentivize the participation or non-participation of various groups and individuals. We will study the influence of public opinion and voting, campaigns and elections, political parties, and interest groups that contribute to the political outcomes in the United States. We will talk—and read and write—about what they are, where they came from, what they are for, how they have developed, how they work (or don't) and why, and how we might evaluate them.

Meets Knowledge EPO by integrating and applying knowledge from a focused area of study.

The second primary objective is to introduce you to ways to analyze American politics and to write about politics as a foundation for future classes.

Meets Knowledge EPO by broadening the knowledge for general education in other course.

The things we will study here relate not just to the upper division classes you take in American Politics, nor just to classes taken in the Politics Department, but to a wide variety of courses and majors, especially those in the social sciences. Because this course serves as the prerequisite to many upper-division courses in

American Politics, Public Policy, and Constitutional Law, it will introduce the social scientific way to analyze American Politics.

While individuals may disagree on the normative goals of politics in America, the social sciences are interested in finding clear descriptions of empirical reality and investigating alternative, testable explanations of that reality.

Meets Inquiry EPO by introducing a way of discipline-specific exploration and analysis

This course also aims to give you a basic understanding of how to approach scholarly communication. How to present and understand what is being said, how to digest that information, and how to appropriately critique and to write about what is being said.

Learning Objectives

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on Knowledge, Inquiry, Reasoning, Communication, and Citizenship. We will also discuss some aspects related to Intercultural Literacy. For a full description of Cornell's Educational Priorities and Outcomes please see Cornell's website ([Cornell's Mission Page](#))

Books and Readings

Kernell, Samuel, Gary C. Jacobson, Thad Kousser, and Lynn Vavreck. 2015. *The Logic of American Politics*, 8th ed. Washington, D.C.: CQ Press (Hereafter denoted as Logic in the syllabus)

Strunk, Willam Jr. and E. B. White. *The Elements of Style*, 4th ed. New York: Longman

When grading writing assignments, I take into consideration the argument AND the quality of the writing, applying the standards of Strunk and White. Notes on papers will refer to numbering in Strunk and White.

Read a national newspaper on a daily basis (such as the NY Times, LA Times, Washington Post, or some other similar national paper)

Additional required readings will be available on Moodle and are marked with an asterisk on the daily reading schedule.

Course Requirements, Assignments, and Grading

As a requirement for successful completion of this course you will complete a number of assignments over the course of the block. I will evaluate you in a variety of ways, and each assignment will be assigned a point value so that all of the assignments total up to 100 points. Grades will be distributed as follows with no curve: 93+ A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, and so forth. I reserve A's for excellent work, B's for solid, above-average work, while C's are for average quality work, D's indicate work that is below average, and F's indicate work that is substantially below expectations.

You must complete all assignments to pass the class. Late work will be penalized a full grade for each day it is late.

1. Class Attendance and Participation (10%)

You must come to class, do the assignments, and prepare yourself to discuss those reading assignments in class. This class will be successful primarily because of the discussion that the readings generate in class. Being a student at Cornell College means you have a responsibility not only to learn for yourself, but to teach each other in class discussion and conversation.

Meets Communication EPO and Citizenship EPO through discussion and the responsibility of teaching others.

Rather than regurgitating what was said in the readings in class, we should use it as a basis for discussion that will give us the opportunity to look at the idea from different angles.

Because class discussion is so important, please **refrain** from have a laptop, cell phone, or other electronic devices open in class. This will increase engagement and improve the experience of everyone in the class. Please see me about necessary exceptions.

2. Exams (15% each)

There are two exams, one covering the Constitution and American institutions, the other covering political behavior.

3. Polling Report (25%)

Part of the class will involve active participation in a poll of Cornell Students. There are a number of parts in the project:

- Essay
- In-class presentation
- Discussant and comments on another student's paper and presentation

Meets Reasoning EPO through working with evaluating data.

4. Two short papers (15% each)

You will hand in two papers (~1000 words) in response to a prompt that I will give you. The second essay will be a question on the second exam that you choose to answer outside of class.

5. News Presentations (5%)

Meets Communication and Citizenship EPO through sharing new item and connection to course material

Each day one or two individuals will share something they read in the news that is related to something are talking about that day. You should be prepared to share the news item, explain how it is an example or an exception to what we will be talking about. When you present the

news item, I expect you to email me a copy of the article and a brief paragraph explaining how the article relates to something we discussed in class **by 7am** the day of class.

Academic Honesty

“Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his own work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in the Cornell College Course Catalogue.

I take this very seriously. More important than any grade you ever receive is your integrity and honesty and I expect that from you.

Disabilities

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information please see cornellcollege.edu/disabilities/documentation/index.shtml

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan.

At the beginning of each course, the student must notify me (the instructor) within the first three days of the term of any accommodations needed for the duration of the course.

Other Accommodations

If you have any other needs for accommodation (religious, or other special needs), please let me know and we can talk about it and make necessary arrangements.

Schedule and Assignments

(SUBJECT TO CHANGE)

Day 1 (9am)—*The Beginning*

- Introductions, Course Info, Games, and Video Clips

Afternoon—*Problems of Collective Action*

- Logic, Chapter 1
- Miller, Steven. “Reading a Regression Table”*

Day 2—*The Constitution & the Articles of Confederation*

- Logic, Chapter 2
- Publius, Federalist #1 & #9*
- Publius, Federalist #10 (Logic Appendix 4)
- Brutus (Yates), Anti-Federalist, #1*
- Publius, Federalist #48 *
- Publius, Federalist #51 (Logic Appendix 5)

Afternoon— More class on Constitution and Articles of Confederation

Day 3—*Federalism*

- Logic, Chapter 3
- Rauch, Jonathan. 2007 “A Separate Peace” *The Atlantic*. April 1*

Day 4—*Civil Rights and Race*

- Logic, Chapter 4
- Butler, Daniel, *Representing the Advantaged*. Chapter 6*

Institutions

Day 5—*Congress (Electoral Representation)*

- Logic, Chapter 6, pg. 213-232
- Burke, Edmund. 1774. “Speech to the Electors at Bristol”*
- Fenno, Richard. 1978. *Home Style: House Members in their Districts*. Chapter 1.*

FIRST PAPER IS DUE Saturday Morning by 9AM

Before turning in the paper please familiarize yourself with Strunk and White

Day 6—*Congress (Organization)*

- Logic, Chapter 6, pg. 232-271
- Aldrich, John H. and David W. Rohde. 2009. “Congressional Committees in a Continuing Partisan Era” in *Congress Reconsidered*, 9th ed., ed. Lawrence C. Dodd and Bruce I. Oppenheimer*

Day 7—No Class (Discussion question to be posted)

Day 8 **Afternoon**—*Presidency and the Bureaucracy*

- Logic, Chapter 7 & 8
- Neustadt, Richard. 1990. *Presidential Power: The Politics of Leadership from Roosevelt to Reagan*. Excerpt*
- Singer, Paul W. 2005. “Bush and the bureaucracy: a crusade for control”*
- Lewis, David E. 2008. *The Politics of Presidential Appointments* Excerpt*
- McCubbins, Mathew D. and Thomas Schwartz. 1984. “Congressional Leadership Overlooked: Fire Alarms and Police Patrols.” *American Journal of Political Science* 28(1):165-179.*

Day 9— *The Judiciary*

- Logic, Chapter 9
- Publius (Hamilton), Federalist #78*
- Brutus, Anti-Federalist #15*
- Mishler, William, and Reginald S. Sheehan. 1993. “The Supreme Court as a Counter-majoritarian Institution?” *American Political Science Review* 87(1):87-101.*

Day 10—**Exam**

**HYPOTHESIS FOR POLLING PAPER AND SUGGESTION FOR RANDOMIZATION
DUE Sunday Night by 10pm**

Behaviors and Actions

Day 11—*Public Opinion and Participation*

- Logic, Chapter 10
- Lupia, Arthur. 2006. “How Elitism Undermines the Study of Voter Competence.” *Critical Review* 18(1)*
- Ehrenfreund, Max. 2016. “Americans now think it’s okay to say what they really think about race” *Washington Post* Wonkblog. June 17.

End of Class: Polling Strategy Session

After class from 11:00 am-3:00 pm: One on one meetings to discuss hypotheses

Day 12—*Campaigns and Elections*

- Logic, Chapter 11
- Francia et al., *The Financiers of Congressional Elections: Investors, Intimates, and Ideologues*, Chapters 1 & 3*

Afternoon Locating Scholarship (**Meet in Cole Library**)

SECOND ESSAY DUE Wednesday night by 8pm

Day 13—*Political Parties*

- Re-read Fed. 10
- Logic, Chapter 12
- Herrnson, Paul S. 2009. “The Roles of Party Organizations, Party Connected Committees, and Party Allies in Elections.” *Journal of Politics* 71(4):1207-1224.*

Evening Polling Assignments

Day 14—Analyzing Data in the Computer Lab (**Meet in Cole Library 212**)

Afternoon Lab Session

Day 15—*Interest Groups*

- Logic, Chapter 13
- Logic, pp. 351-353 (Bureaucracy)

Day 16—**Exam**

Day 17—Presentations

Afternoon More Presentations as needed

Day 18—Presentations

POLLING PAPER AND ANALYSIS IS DUE Wednesday before 10pm