

Syllabus: Introduction to American Government

COURSE INFORMATION

Term: Fall 2022
Level: Introductory
Meet: Tues & Fri 2:30-3:50
Room: CHL 221
Syllabus Revision: September 1, 2022

Instructor: Jack Reilly
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Appointments: jackreilly.com/appointments

DESCRIPTION

This course serves as an introduction to the systematic and rigorous study of American politics. We develop an understanding of the forces that influence the behavior of individuals and institutions in and around our national government. How well does the American political system live up to the ideals of a representative democracy? Answering this question means that we need to know something about how our government is supposed to work, where it fails to measure up, and why. This will put us in a position to evaluate proposals for reforming the system as well as defenses of the status quo. Topics include the Federalist papers, the Constitution, participation and voting behavior, elections and representation, political parties and factions, Congress, the Presidency, and the formation of public policy.

Careful analysis of the political system in which we live is difficult. We must overcome partisan predispositions and other biases we may hold. The systematic study of politics is also clouded at times by powerful myths that can color our perceptions and assessments. This course gives students the tools they need to assess political behaviors, practices, and institutions based on theory and evidence.

Welcome to the class. I hope you enjoy it.

PREREQUISITES

None. Recommended **co-requisite:** introductory writing course and/or introductory quantitative data course. First year students should strongly consider a **SET SAIL** course.

Materials

BOOKS

Required:

- Stone and McCann, *Republic at Risk: Second Edition* Cambridge University Press. (Referred to as "Text".) Newest edition required.
- Kollman, *Readings in American Politics: Analysis and Perspectives*. Norton. (Referred to as "Reader".) Newest edition is useful but not necessary.¹
- Additional readings as assigned can be found in the course Google drive.

Optional:

- Dahl, *How Democratic is the American Constitution?* Yale University Press.
- Mettler & Lieberman, *Four Threats: The Recurring Crises of American Democracy*. St. Martins Press.
- Levitsky & Ziblatt, *How Democracies Die*. Harvard University Press.

¹Older editions will have most but not all assigned readings; if you're able/willing to borrow from a friend occasionally or check out the library reserve copy you can get away with the fourth edition as opposed to the fifth.

Course Requirements

OVERVIEW	<p>Satisfactory completion of the course requires completion of the following:</p> <ol style="list-style-type: none">1. Weekly Preparation & Participation<ol style="list-style-type: none">(a) Attendance(b) Reading(c) Discussion Questions(d) Simulations(e) Discussion Groups2. Debates (4)<p><i>Each debate requires:</i></p><ol style="list-style-type: none">(a) Constructive essays (written ahead of time)(b) Delivery of constructive (spoken/oral)(c) Development of and response to cross-examination questions(d) Development & delivery of closing argument3. Tests<ol style="list-style-type: none">(a) Midterm(b) Final
DEBATES	<p>The main work for the course involves participation in a series of four debates. There are two core components to each group debate:</p> <ol style="list-style-type: none">1. <i>Preparation</i>, including developing and writing opening debate essays (“constructives”) as well as prep for the latter stages of the debate.2. The <i>debate</i> itself, including an oral presentation of the constructive essay, a rebuttal period, cross-examination, and a closing argument (“final focus”). <p>The final debate, which is by individual, rather than by group, does not have a mandatory oral debate component; you can submit only your debate essays. (If you wish, you may still debate via oral presentation as well.)</p>
TESTS	<p>There are two tests in the class, each covering two of the four course units. The course is cumulative, and each test will be comprehensive, but each exam will focus on material from the most recent units.</p>
EVALUATION	<p>To satisfactorily complete the course, you must satisfactorily complete all three course requirements: participation, debates, and tests.</p>

Course Expectations & Guidelines

ETIQUETTE & DECORUM A college course, especially a small one, is fundamentally a community. Be courteous to fellow students and the professor. Don't let yourself be distracted by your cell phone in class. If you disagree with something someone says, do so respectfully. Engage with each other and remember: your shared goal is to learn from each other as well as the professor.

OFFICE & CONSULTATION HOURS, APPOINTMENTS I encourage you to chat with me at any point if you have questions about the course, the readings, college, political science, data science, etc. You have a variety of options available to you to consult with me: in person, over zoom, or on the phone. (If you'd like to meet in person, but outdoors rather than indoors, please let me know and I will do my best to accommodate you.) For any of those options, you can go to my website here: <http://jacklireilly.com/appointments> and sign up for an appointment at your convenience.

Second, I maintain "drop-in" hours every Wednesday from 1-3 in my office, Social Sciences 205 (Social Sciences is the small pink building on Dort Promenade before you cross College Drive to get to College Hall) - for these, there is no need to schedule an appointment, just come by. And don't be bashful! Come say hi! I'd like to get the chance to get to know you.

For all in-person meetings, please observe college expectations regarding face coverings.

E-MAIL Email is the best way to contact me. Students can generally expect a response to all e-mails within 24 hours (and typically sooner), excepting weekends. If your email requires a long response (more than two or three sentences), expect me to encourage you to schedule an appointment with me so that we can more effectively discuss the matter.

Class Schedule

OVERVIEW

Topics Outline

W	Tuesday	Friday
1	Introduction: Models and Science	Some Useful Models of Politics
2	<i>Activity:</i> Collective Action Problems	<i>Activity:</i> Prisoner's Dilemmas
3	Madison's Republic	Civil Rights & Liberties in the Republic
4	<i>Activity:</i> Federalism & Sorting Models	Participation & Resource Bias
5	<i>Debate:</i> Madison's Republic	Public Opinion & Media
6	<i>Activity:</i> Spatial Model & Party Behavior	Four Models of Vote Choice
7	<i>Debate:</i> Citizen Competence	MIDTERM
FALL BREAK		
8	<i>Activity:</i> Principle-Agent Problems	Parties & Party Theory
9	Interest Groups & Pluralism	Political Equality & Diversity
10	<i>Debate:</i> Parties & Interest Groups	<i>Activity:</i> The Policy Process
11	Three Models of Congressional Behavior	Congressional Macro-Representation
12	A Model of the Presidency	Bureaucratic Organization
13	Two Models of Judicial Decisionmaking	THANKSGIVING
14	Wrapping Up: American Democracy & Stability	<i>Debate:</i> Democracy & Stability
F	FINAL	

Course Agenda

Content Notice: this course contains references to and discussion of inequality, privilege, race, slavery, and other aspects of contemporary and historical American politics and government.

WEEK 1.1

Models and Science

1. Read (*it's ok if you don't get to these until Friday's class*)
 - Course Syllabus (and scan this course agenda)
 - Text, Introduction
 - Mansbridge, "What is Political Science For?" Reader.
2. Watch (*it's ok if you don't get to these until Friday's class too*)
 - Scott Page, "Why Model?", "Intelligent Citizens of the World", "Thinking More Clearly" (in Week 1 readings folder)
3. Submit: "Course Interest" Survey ([direct link](https://jackreilly.com/interest)) (jackreilly.com/interest)
4. Think: *What is "science"? How is it different than "history"? What does it mean to student American politics from a scientific modeling perspective?*

WEEK 1.2

Some Useful Models of Politics

1. Read: Text, ch 1
2. Think: *What makes a good model? How do we adjudicate between good models and bad?*
3. Submit: Questions to your discussion group ("House").
 - You will receive an email from TA Riley with your group's email addresses. Make sure to email your whole group your questions, with the TA and Professor cc'ed, and title your email "AG X Questions Week 1.2" where "X" is your House name. (So if you are House Hamilton, you should title the email "AG Hamilton Questions Week 1.2".) Next week, title the email "AG X Questions Week 2.1", then "AG X Questions Week 2.2", and so on and so forth.
 - Discussion questions should be submitted by 9 AM the day of class to allow your group to see them before class.

WEEK 2.1

Activity: Collective Action Problems

1. Read
 - Olson, "The Logic of Collective Action", Reader.
 - Hardin, "The Tragedy of the Commons", Reader.
2. Think: *What is the public good? How do we decide upon it? How do we enforce compliance with contributions to the public good, and what is the ethical way to do so? How do we balance individual rights, collective goods, and government coercion?*
3. Submit: Questions to your House

WEEK 2.2

Activity: Prisoner's Dilemmas

1. Read: Class Debate Guidelines
2. Play: "The Evolution of Trust" (<https://ncase.me/trust/>)
3. Think: *What are some good techniques to build trust between actors who have incentives to defect from one another?*
4. Submit: Questions to your House
5. **Confirm** that you have access to the course Google drive and canvas page. All peculiarities should be worked out by now. **If you do not have access to these course resources, email Professor Reilly.**

WEEK 3.1

Madison's Republic

1. Read
 - Madison, Federalist #10 and #51. (text, appendix).
 - Dahl, "Polyarchy: Participation and Opposition" Reader.
 - Text, chapter 2.
 - Background: Constitution
 - *Optional:*
 - Miller, "American Indian Constitutions and Their Influence on the United States Constitution". [drive]
 - Versteeg and Zackin, "Constitutions Un-entrenched: Toward an Alternative Theory of Constitutional Design" Reader.
2. (*Optional*) Listen: Duncan, "The Thirteen Colonies" Revolutions Podcast; Duncan, "The Rising Sun", Revolutions Podcast. [drive]
3. Think: *What assumptions go into Madison's model of the Republic? Why did he, and the other founders, write and create the constitution and government in the way that they did? Are these assumptions likely to make his model "wrong" in problematic ways?*
4. Submit: Questions to your House

WEEK 3.2

Civil Rights & Liberties in Madison's Republic

1. Read
 - "Brutus", "Anti-Federalist #1". Reader.
 - *Brown v. Topeka Board of Education*. Reader.
 - *District of Columbia v. Heller*. Reader.
 - *Roe v. Wade*. [drive]
 - *Dobbs v. Jackson Women's Health Organization*. [drive]
2. Think: *What is the difference between a right and a liberty? How does Madison's Republic protect both? Is this protection sufficient? What other models of civil protections may be valuable?*
3. Submit: Questions to your House

WEEK 4.1

Activity: Federalism & Sorting Models

1. Read:
 - Riker, "Federalism: Origin, Operation, Significance," Reader.
 - Madison, Federalist #39. [drive]
2. Think: *Is government the only way to ensure the provision of public goods? Are there ways we can incentivize contribution without resorting to coercion?*
3. Submit: Questions to your House

WEEK 4.2

Participation & Resource Bias

1. Read
 - Leighley and Nagler, "Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States" Reader.
 - Hersh, "Hacking the Electorate: How Campaigns Perceive Voters" Reader.
 - Text, chapter 3
 - *Optional:*
 - Downs, "The Basic Logic of Voting". [drive]
 - Riker and Ordeshook, "A Theory of the Calculus of Voting". [drive]
2. Think: *Why don't some people participate in politics as much as some others? How much of a problem is this for Madison's Republic? What kinds of interventions, actions, and laws could we design to mitigate this problem?*
3. Submit: Questions to your House

WEEK 5.1

Debate I: Foundations

1. Debate! (Come Prepared!)
2. Submit: Debate materials to Canvas

WEEK 5.2

Public Opinion & Media

1. Read
 - Lupia and McCubbins, "The Democratic Dilemma: Can Citizens Learn What they Need to Know?" Reader.
 - Zaller, "The Nature and Origins of Mass Opinion." Reader.
 - Watts and Rothschild, "Don't blame the election on fake news. Blame it on the media." [drive]
 - Prior, "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout" [drive]
 - Text, chapter 4, pgs 56-69
 - *Optional:*
 - Downs, "How Rational Citizens Reduce Information Costs". [drive]
 - Cramer, "The Politics of Resentment" Reader.
 - Lazar, et al, "The Science of Fake News" [drive]

- Allcott and Gentzkow, "Social Media and Fake News in the 2016 Election" Reader.
 - Gentzkow et al, "Media Bias in the Marketplace" [drive]
 - Baum, "Soft News Goes to War" Reader.
 - Prior, "Media and Political Polarization" [drive]
2. Think: *How are the problems of public opinion like and not alike the problems of participation and voting? Do each pose similar kinds of challenges to Madison's Republic?*
 3. Submit: Questions to your House

WEEK 6.1

Activity: The Spatial Model and Party Behavior

1. Read: Smith, "Political Parties", from *The American Anomaly: US Politics and Governance in Comparative Perspective*. [drive]
2. Optional:
 - Riker, "The Two Party System and Duverger's Law" [drive]
3. Think: *Are you happy with the two political parties? Would you like there to be others? What are some ways of enabling third parties to be more competitive?*
4. Submit: Questions to your House

WEEK 6.2

Four Models of Vote Choice

1. Read
 - Campbell et al. "The American Voter." Reader.
 - Mason, "Uncivil Agreement: How Politics Became our Identity" Reader.
 - Achen and Bartels, "Democracy for Realists." Reader.
 - Text, chapter 4, pgs 69-87.
 - *Optional:*
 - Campbell, "Polarized: Making Sense of a Divided America" Reader.
 - Stimson, "Tides of Consent: How Public Opinion Shapes American Politics" Reader.
 - Stone and Buttcie. "Voters in Context: The Politics of Citizen Behavior." [drive]
 - Bartels, "The Study of Electoral Behavior". [drive]
 - Huckfeldt, "Information, Persuasion, and Political Communication Networks". [drive]
2. Think: *How effectively does each model of voting suggest individual citizens can overcome the challenges posed by opportunity, participation, and information costs? How much does each model of voting suggest the political system overall can overcome the systemic issues posed by these costs?*
3. Submit: Questions to your House

WEEK 7.1

Debate II: Behavior

1. Debate! (Come Prepared!)
2. Reference: *Note optional readings from week 5.2, 6.1*
3. Submit: Debate materials to Canvas

WEEK 7.2

MIDTERM

FALL BREAK

WEEK 8.1

Activity: Principle-Agent Problems

1. Read:

- Kiewiet and McCubbins, "Delegation and Agency Problems." [drive]
- Pitkin, "The Concept of Representation", Reader.
- *Optional:*
 - Miller, "The Political Evolution of Principal-Agent Models." [drive]

2. Think: *How do we trust anyone who is not us to work on our behalf?*

3. Submit: Questions to your House

WEEK 8.2

Parties & Party Theory

1. Read

- Aldrich, "Why Parties?" Reader.
- Harmel, Giebert, and Janda, "The Argument for More Responsible Parties", ch. 1 from *American Parties in Context*. [drive]
- Text, chapter 6
- *Optional:*
 - Wickham-Jones, "This 1950 political science report keeps popping up in the news. Here's the story behind it." *Monkey Cage Blog* [drive]
 - APSA, "The Responsible Parties Report" [drive]
 - Cohen et al, "The Party Decides" Reader.
 - Kollman, "Who Drives the Party Bus?" Reader.
 - McCarty and Schickler², "On the Theory of Parties". [drive]

2. Think: *Do parties provide a panacea to the problems posed by governance? Would a political system more focused around parties provide superior democratic outcomes than the one we have?*

3. Submit: Questions to your House

WEEK 9.1

Interest Groups & Pluralism

1. Read

- Re-read Federalist #10.
- Dahl, *Who Governs?* excerpt. [drive]
- Text, chapter 5, pgs 88-95
- *Optional:*
 - Kollman, "Outside Lobbying" Reader

²New College Alum Alert!

– note large optional list next class

2. Think: *Do interest groups, and the pluralist model, provide a suitable response to the challenges posed by party theory and the costs of participation? Are they a solution that Madison would approve of?*
3. Submit: Questions to your House

WEEK 9.2

Political Equality & Diversity

1. Read

- Re-read Olson, "The Logic of Collective Action", Reader.
- Page and Gilens, "Democracy in America? What has Gone Wrong and What We Can Do About It". Reader.
- Bartels, "Unequal Democracy: The Political Economy of the New Gilded Age", Reader.
- Text, chapter 5, pgs 95-102
- *Optional*: (Note increased options to serve as resources for Debate #3)
 - Schattschneider, "The Scope and Bias of the Pressure System". [drive]
 - * see also Schattschneider, *The Semi-Sovereign People: a Realist's View of Democracy in America*
 - Mair, "E. E. Schattschneider's The Semisovereign People" [drive]
 - Studlar, "E. E. Schattschneider, The Semi-Sovereign People: A Realist's View of Democracy in America" [drive]
 - Schlozman, "What Accent the Heavenly Chorus? Political Equality and the American Pressure System". [drive]
 - * see also Schlozman, Verba & Brady, *The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy*
 - Grossman, "The Influence of Interest Groups in American Politics: Myth vs. Reality". [drive]
 - Crosson, et al. "Polarized Pluralism: Organizational Preferences and Biases in the American Pressure System"
 - Washington, Hamilton and Madison, "Washington's Farewell Address", pgs. 11-18. [drive]
 - Hardy, "Paradoxes of Political Parties in American Constitutional Development". [drive]
 - Domhoff, "Who Really Ruled in Dahl's New Haven?". [drive]
 - Gilens and Page, "Testing Theories of American Politics". [drive]
 - Enns, "Relative Policy Support and Coincidental Legislation". [drive]
 - Gilens, "The Insufficiency of Democracy by Coincidence". [drive]
 - Enns, "Reconsidering the Middle". [drive]
 - Aldrich, "Founding the First Parties". [drive]
 - Frank and Kramnick, "What 'Hamilton' Forgets About Hamilton"
- 2. Think: *What are we to make of inequality in American politics, economics, and society? How does our system of representation materially influence this inequality, and how might alternate systems of representation reduce inequality more or less effectively?*
- 3. Submit: Questions to your House

- WEEK 10.1 Debate III: Representation
1. Debate! (Come Prepared!)
 2. Reference: *Note optional readings from week 9.2*
 3. Submit: Debate materials to Canvas
- WEEK 10.2 Activity: The Policy Process
1. Read:
 - Text, ch 7
 - *Optional:*
 - Krehbiel, "Pivotal Politics" [drive]
 2. Think: *How does the policy process in Congress today match what Madison imagined in the 1700s? Would Madison be happy with Congress today or unhappy?*
 3. Submit: Questions to your House
- WEEK 11.1 Three Models of Congressional Behavior
1. Read
 - Re-read Federalist 51.
 - Mayhew, "Congress: The Electoral Connection." Reader.
 - Fenno, "Home Style." Reader.
 - Background: Text, ch 8, pgs 149-160
 - *Optional:*
 - Lee, "Insecure Majorities: Congress and the Perpetual Campaign", Reader.
 2. Think: *How should political representatives interact with their constituents? Are representatives more responsible for making sure their constituents' preferences are reflected in the governing process, or are representatives more responsible for ensuring that good public policy for all gets passed, enacted, and implemented?*
 3. Submit: Questions to your House
- WEEK 11.2 Collective Representation in Congress
1. Read
 - Re-read Kiewiet and McCubbins, "Delegation and Agency Problems." [drive]
 - Cox and McCubbins, "Setting the Agenda: Responsible Party Government in the US House." Reader.
 - Background: Text, chapter 8, pgs 160-166
 - *Optional:*
 - Bernhard and Sulkin, "Legislative Style", Reader.
 - Hamilton, "Ten Things I Wish Political Scientists Would Teach about Congress" [drive]
 2. Think: *How well does Congress mobilize to solve collective action problems and overcome their Madison-imposed constraints?*
 3. Submit: Questions to your House

WEEK 12.1

A Model of the Presidency

1. Read:

- Neustadt, "Presidential Power and the Modern Presidents." Reader.
- Howell, "Power without Persuasion: The Politics of Direct Presidential Action" Reader.
- Text, ch 9
- *Optional*
 - Cameron, "Veto Bargaining: Presidents and the Politics of Negative Power." Reader.
 - Carey, "Did Trump prove that governments with presidents just don't work?" [drive]
 - Kernell, "Going Public in Theory and Practice", and "The Growth of Going Public". [drive]
 - Canes-Wrone, "Who Leads Whom? Presidents, Policy, and the Public." Reader.

2. Think: *Does the institution of the Presidency solve the problem of collective responsiveness to the public? How and how not?*

3. Submit: Questions to your House

WEEK 12.2

Bureaucratic Organization

1. Read:

- Simon, *Administrative Behavior*, selections. [drive]
- McCubbins and Schwartz, "Congressional Oversight Overlooked: Police Patrols vs. Fire Alarms." Reader.
- Wilson, "Bureaucracy: What Government Agencies Do and Why They Do It." Reader.
- Carpenter, "The Forging of Bureaucratic Autonomy." Reader.

2. Think: *What challenges exist in organizing and incentivizing behavior among bureaucrats? Why is the bureaucracy organized as it is, and who does that mean it is most responsive to?*

3. Submit: Questions to your House

WEEK 13.1

Two Models of Judicial Decisionmaking

1. Read:

- Text, ch 10
- Posner, "What Am I? A Potted Plant?" [drive]
- George and Epstein, "On the Nature of Supreme Court Decision Making". Reader.
- Review: *Supreme court cases from Civil Rights & Civil Liberties: Brown, Heller, Roe, Dobbs*
- *Optional: Courts & Bureaucracy*
 - Clayton, "The Supreme Court and Political Regimes: 'Great Tides' in Politics and Law". [drive]
 - McNollgast, "Politics and the Courts: A Positive Theory of Judicial Doctrine and the Rule of Law" [drive]

2. Think: *What are the arguments for the attitudinal vs legal model of judicial decisionmaking? What is the evidence for both?*

3. Submit: Questions to your House

WEEK 14.1

Wrapping Up: Democracy and Stability

1. Read:

- Pierson and Schickler, "Madison's Constitution Under Stress: A Developmental Analysis of Political Polarization"
- Rae, "Be Careful What You Wish For: The Rise of Responsible Parties in American National Politics" [drive]
- *Optional/Reference:*
 - "More than Red and Blue: Political Parties and American Democracy". APSA Presidential Task Force on Political Parties. [drive]
 - Dahl, *How Democratic is the American Government?*
 - Mettler & Lieberman, *Four Threats: The Recurring Crises of American Democracy*
 - Levitsky & Ziblatt, *How Democracies Die*
 - Pepinsky, "Were Political Scientists Too Pessimistic About American Democracy?" and "Weak Parties Endangered American Democracy - And Then They May Have Saved It" [drive]
 - Mettler, "The Submerged State: How Invisible Government Policies Undermine American Democracy". Reader.
 - Lieberman & Mettler et al, "The Trump Presidency and American Democracy: A Historical and Comparative Analysis". [drive]
 - Levitsky and Ziblatt, "The Crisis of American Democracy". [drive]
 - Stepan and Linz, "Comparative Perspectives on Inequality and the Quality of Democracy in the United States", [drive]
 - Norris, "Why Republicans haven't abandoned Trumpism". [drive]
 - Przeworski, "A Minimalist Conception of Democracy: A Defense". [drive]

2. Think: *How effective is the United States government at solving collective action problems to ensure the provision of public goods? How effective is it like to be in the future?*

3. Submit: Debate Materials to Canvas

WEEK 14.2

Debate IV: Democracy and Stability

1. Debate! Come prepared!

2. References:

- Readings from the whole class will be useful
- Look, in particular, at the "democratic stability" reading recommendations 13.1.

3. Submit: Debate Materials to Canvas

FINALS WEEK

FINAL EXAM

1. Submit: Bonus Essay, *by Friday at midnight* (Optional)

Campus Academic Resources

YOUR ACADEMIC ADVISOR	Your academic advisor is your first resource at the college for navigating your courses and academic work at the college. Many first year students find themselves uncertain about when it is "ok" to go their advisor with questions or for advice—but the real answer is "anytime"! We all have open office hours that you can simply drop in at, even if you don't have an appointment, and are eager to help you.
WRITING SKILLS	Clear writing and argumentation is a critical element to success in college (not to mention, life generally). That said, writing is hard, and students come to college with very different levels of preparation for college level and professional writing. Regardless of your skill and comfort with writing, I strongly recommend exploring the options for writing (and revising!) assistance at the Writing Resource Center. You can schedule an appointment through the writing center here: https://ncf.mywconline.com
QUANTITATIVE SKILLS	Like writing skills, quantitative literacy is an integral element to success in college (not to mention, life generally). That said, math is (also) hard, and students come to college with very different levels of preparation for college level and professional data literacy. While this course will cover many aspects of data literacy, should you desire additional support beyond what I and/or the course TA can provide, I recommend exploring the options for assistance at the Quantitative Resource Center. The QRC is located in the Academic Resource Center (ARC), located on the first floor of the Jane Bancroft Cook Library.
STUDENT SUCCESS CENTER	Having trouble figuring out how to manage it all? In addition to your faculty mentor and professors, New College has peer to peer coaching and group workshops available at the Student Success Center. The SSC helps you develop the skills necessary for success in college. We offer one-on-one appointments with trained peer coaches, group study sessions, recurring appointments, workshops, printable resources, regular newsletters, and referrals to other campus services. You can find more information here: https://www.ncf.edu/academics/student-success-center/
ADDITIONAL RESOURCES	Please see the Campus Support Resources document—located in the course canvas page and google drive—for all the academic resources available to you at New College.

New College & Community Academic Policies

CRITICAL THINKING	Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
STUDENT ACCESSIBILITY	New College of Florida is committed to creating a learning environment that meets the needs of its diverse student body. If you are a student with a disability, or think you may have a disability, you are encouraged to initiate a conversation with the AALC (Advocacy and Accessible Learning Center). The AALC works with students with disabilities to identify reasonable accommodations and plans ways to implement these with your faculty members. Please visit their website for additional information: https://www.ncf.edu/departments/advocacy-accessibility/ . You may also contact the AALC in-person (HCL3), via phone at 941-487-4844, or via email at aalc@ncf.edu . Students are welcome to discuss privately any

concerns related to barriers to both fully participating and learning in this course. Students with accommodations are highly encouraged to meet with their primary or partner instructor as soon as possible.

TITLE IX New College of Florida is committed to equal access to education pursuant to Title IX of the Educational Amendments of 1972. The law protects all individuals on our campus from gender-based discrimination or exclusion or instances of sexual misconduct. All full-time faculty, full-time staff, and resident advisors are Responsible Employees required to report any known instances of sexual misconduct or gender discrimination to the Title IX Coordinator. Please contact our Title IX coordinator (titleix@ncf.edu) or see the website (<https://www.ncf.edu/campus-life/title-ix/>) for more information.

EQUITY, DIVERSITY, AND EQUAL OPPORTUNITY New College's commitment to excellence can only be realized in a learning environment that is inclusive, characterized by openness to diverse perspectives, and marked by mutual respect. Anything short of this aspiration is inconsistent with our commitment. Equal access, and the opportunity to participate fully in all of our programs and facilities, without regard to race, color, creed, religion, political ideology, national origin, age, marital status, disability, public assistance status, veteran status, gender identity, gender expression, or sexual orientation, is essential to that commitment and will be the standard to which we expect all members of our learning community to adhere.

ACADEMIC INTEGRITY Academic integrity is essential to maintaining a vibrant, healthy, and engaging learning environment for which we all must take responsibility. The New College faculty considers academic dishonesty to be a serious violation of community standards. Students are expected to refrain from acts of academic dishonesty, which may include:

1. cheating and/or plagiarism (such as: presenting the intellectual work of others as one's own; failing to cite sources; improper paraphrasing via failing to use own words even if a citation is given; partial, incomplete, or inaccurate citation of work of others);
2. unauthorized multiple submissions (submission of the same work for different academic activities, without the approval of the instructor);
3. false citation (false citation of a source or knowingly attributing work to a source from which the referenced material was not obtained);
4. falsifying data (fabricating or altering data to deliberately mislead; for example, changing data to get better experiment results is academically fraudulent);
5. falsifying information, signatures, or initials on official and academic forms.

If you are in doubt about what practices are permissible in an examination, you should consult the professor prior to sitting for the exam. If you lack understanding of how, in a paper or other presentation, to distinguish your thoughts from those of others, the faculty can refer you to standard guidelines and discuss specific questions.

CLASSROOM RECORDING Florida State Law allows students to record classroom lectures without a requirement for prior notice and without the faculty member's consent, with specific limitations on where and how those recordings can be used.

"A recorded lecture may not be published without the consent of the lecturer," and it may be employed only

- a. "for a student's own personal educational use"

- b. "in connection with a complaint to the public institution of higher education where the recording was made"
- c. "as evidence in, or in preparation for, a criminal or civil proceeding"

Recorded lectures used for other purposes may allow the faculty member to seek damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

A class lecture is defined as an educational presentation delivered by faculty or guest lecturer, as part of a New College course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.