

# **Syllabus**

## **POLI 200: The President, Congress, and Public Policy**

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**POLI 200**  
**The President, Congress, and Public Policy**  
FALL 2020

**Instructor:** Will Patton

**Time and Location:** Monday, Wednesday, Friday 10:40-11:30 PM; Carroll Hall Room 111, or via Zoom at <https://unc.zoom.us/j/94903602131>

**Email:** willpat@live.unc.edu

**Office Hours:** VIRTUAL via ZOOM, Monday 11:45-12:45, Wednesday 11:45-1:45 at <https://unc.zoom.us/j/99863652956>, or by appointment.

## Course Description

This course will serve as an analysis of the roles and influence of the president, the Congress, and other participants in the making of national policy. More specifically, in this course we will discuss the origins and development of the U.S. Congress, the office of the President of the United States, congressional and presidential elections, the legislative process, and the interaction of the executive and legislative branches and its impact on the making of public policy. Given the timing of this course, a special focus will be placed on the 2020 presidential and congressional elections. The first five weeks of this course will cover the United States Congress and the evolution of the legislature. Due to the course listings at UNC and the unavailability of a course on the presidency, the last ten weeks of this course will cover the office of the President of the United States and the executive branch. I reserve the right to alter this syllabus as needed.

## Course Objectives

There are three main goals that I have for students in this course. First, students should gain a thorough understanding of the legislative and executive branches in American government, while also thinking critically about the institutional design of each branch. Next, students should be able to identify collective action problems that arise in American government and propose thoughtful solutions to these problems. Lastly, students should ideally be able to connect class concepts to real-world political situations and thoughtfully engage with their classmates about Congress and the president, as well as to identify their role in the policy-making process.

## Required Texts

- Pika, Joseph, John Anthony Maltese, and Andrew Rudalevige. 2020. *The Politics of the Presidency*. 10th Edition. Sage: CQ Press.
- Davidson, Roger, Walter Oleszek, Frances Lee, and Eric Schickler. 2019. *Congress and Its Members*. 17th Edition. Sage: CQ Press.
- In addition to the textbooks, PDF readings will be posted to the Resources tab on Sakai.

## Recommended Texts

- Smith, Steven, Jason Roberts, and Ryan Vander Wielen. 2009. *The American Congress Reader*. Cambridge University Press.

## General Expectations

I expect all students to behave professionally in this class. As this class is one in which personal political beliefs will be challenged and expressed, I expect your interactions with other classmates to be civil, rational, and respectful. One of my goals for you for this course is to develop important listening, debating, and conversational skills that allow for open-minded, meaningful and constructive dialogue about politics with respect for viewpoint diversity. Students are expected to take an active role in their learning by completing readings before class, coming to class ready to participate directly with peers and through in-class technology, and reviewing routinely for exams. You will be held responsible for all material in the textbook and in lectures, even if you miss a class.

## Course Grading

### Grade Distribution

Quizzes .....	10%
Participation/Forums .....	5%
Project .....	15%
Essays (2) .....	30% (15 % each)
Mid-Term Exam .....	20%
<u>Final Exam</u> .....	<u>20%</u>
<b>Total</b> .....	<b>100%</b>

If you turn in an assignment after the time given on each respective due date, I count this assignment as late. I will deduct 10% off your grade each day following the due date. For example, if you earn a 100% on an assignment, but you turn it in a day late, you will receive a 90%. Please provide documentation from a university official if you have an excused absence or require an extension, and I will not deduct points.

I reserve the right to provide extra credit opportunities to the entire class as I see fit, but I will not adjust final grades at the end of the semester. Additionally, university policy stipulates that no grades can be sent over email, so you must set up a time to meet virtually with you if you have questions about your grade.

## Course Expectations and Guidelines

### Community Standards in Our Course and Mask Use

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community your classmates and me as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report

to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see Carolina Together.

## Participation and Forums

Given the current situation regarding COVID-19, I will not be implementing a strict in-person attendance policy for this semester. I understand that there may be situations in which you may feel you are endangering yourself or others by coming to class, so it is up to your discretion when you attend class or not. **However, if you are experiencing COVID-like symptoms or if you have been in close proximity with someone who recently tested positive for COVID-19, you should immediately self-isolate and contact UNC Campus Health. You should not come to class if you experience any of these until you are cleared by UNC Campus Health or another physician.** For these reasons, in-person attendance will not be incorporated into your final grade. The classroom does have recording capabilities, however, so it is required that if you do not attend class in person, you should sign into Zoom during the normally scheduled class time to experience class virtually. Virtual attendance or in-person attendance will be taken into consideration when assigning participation grades, except for extenuating circumstances. I also have an expectation that you participate in class, either in-person when possible, or in an online capacity. Some classes will be conducted virtually via Zoom, which may allow for more participation than in-class, in addition to your participation in the Forums section in Sakai. Forum discussion can cover any topic you like that is related to the course, however I encourage you to use the Forums to discuss the projects that have been submitted in that week. More information about the forums will be discussed in class. I will evaluate your participation in class and assign a grade that is appropriate, regarding the frequency and quality of your contributions. In the event that you miss a class, you are still expected to get the notes from another classmate. You will have the capability to message your fellow classmates in Sakai. All of this said, I understand the toll that a global pandemic can have on you as students and on your mental health. If you feel you are struggling with this course and need assistance, please reach out to me, as I aim to be as flexible as possible in the current environment.

## Poll Everywhere

I will utilize Poll Everywhere occasionally in this course. Often, there may be questions on the screen once you enter class, and you should arrive and submit your answer(s), allowing enough time for us to start class promptly. Some of these questions will have a right/wrong answer (called “Knowledge Questions”) and some will be “Opinion” questions without a clear right or wrong answer. For the Knowledge Questions, extra credit for answering correctly. For the Opinion questions, you will not receive extra credit, however these can be used to account for your participation in class. You **MUST** register your Poll Everywhere account to your name and PID to receive credit for your responses. Please visit the Poll Everywhere tab on the Sakai site for more information. There are no make-ups for Poll Everywhere questions, regardless of your reason for missing class.

## Quizzes

In an effort to ensure that you hold yourself accountable for the reading in this course, there will be 4 quizzes given throughout the semester on Sakai to test your comprehension of the assigned readings and the content covered in class. These will take place on the dates listed in the course

schedule below, and will occur during the first 15 minutes of class. These reading quizzes will consist of multiple choice questions covering the reading and material for the weeks prior to that respective quiz but after the prior quiz. These quizzes will be administered on Sakai during class, and they are closed-book, closed-notes, and you will not be allowed to access electronic notes or the internet to assist you. The Honor Code will be in effect for these quizzes. They are worth 10% of total grade. You must attend class the day that reading quizzes are assigned, unless you have a medical excuse or reason to miss class. You must reach out to me prior to the quiz if you need to make alternate arrangements.

## **Exams**

There will be two exams in this course. I will give you more information about each specific exam prior to the exam. Exam dates are listed in the Tentative Course Schedule. Similar to the reading quizzes, there will be no make-up exams unless you provide a university sanctioned excuse and coordinate with me PRIOR to the exam. Review sessions may be held prior to each exam. Each exam is worth 20% of your total grade, and 40% overall. The Mid-Term exam will cover material from the first portion of the course, primarily on the United States Congress. The final exam will cover material primarily from the second portion of the course, after the Mid-Term, focused primarily on the presidency, however you should be prepared to answer questions from the first half of the course on the Final Exam, as well.

## **Writing Assignments**

This course will be divided into two sections: the first half of the course will primarily cover Congress and the legislative process, and the second half of the course will cover the office of the president of the United States. At the completion of each section, you will be required to submit a 5-6 page essay following a prompt relating to Congress for the first essay and the presidency for the second. More information will be provided as these due dates approach. These essays should follow MLA format and should include in-text citations, with 12-point font. Just as a reminder, the Honor Code applies to all work completed in this course, so remember to cite accordingly. These essays are due by 11:59 PM on the due date listed in the Assignments section on Sakai and in this syllabus. They should be saved as a PDF file. I highly recommend utilizing either my office hours or the Writing Center to help craft your assignments. Each of these essays are worth 15% of your final grade, and 30% total.

## **Project and Presentation**

Given that this course is taking place in the middle of the 2020 campaign cycle, the final 15% of your final grade will come from an election-specific project and presentation. For this project, each student will sign up to research the 2020 presidential campaign in a chosen state, in conjunction with an interesting congressional campaign within that same state (either U.S. Senate or a specific House of Representatives campaign). After selecting your state, you should complete a 3-4 page research paper detailing the electoral environment in this state, as well as polling trends, and how candidates performed in this state/district in prior elections. Ultimately, you should make a determination of which presidential candidate you believe is likely to win your state, and which congressional candidate you believe is likely to win the state or district.

After completing your research paper, you should prepare a brief, 5-7 minute presentation in which you present your prediction and reasoning for each race to the class. These presentations

should be virtually recorded, using Zoom or another software, and should include a brief PowerPoint presentation. You will upload these presentations to Sakai for the class to watch. More specific will be provided in class and posted on Sakai.

Using your predictions for the election, the class will create a joint Electoral College and Senate map prior to the election on November 3rd. If the class, as a whole, accurately predicts which party wins the Senate majority, the entire class will receive 3 extra credit points on the Final Exam. If the class predicts the final Electoral College margin within + or - 20 electoral votes, the entire class will receive an additional 5 extra credit points on the Final Exam. You will sign up for dates in which to submit your presentations to Sakai, and you will post them for everyone in the class to view. Your predictions will be announced in class, however.

## Grading Scale

After calculating your grade in the manner described above, you will be assigned the grade you have earned using the following scale. Please note that these are hard cut-offs, and rounding has already been worked into the grading scale.

A: 92.5-100	C+: 76.5-79.499	D-: 60-64.499
A-: 89.5- 92.499	C: 72.5- 76.499	F: < 60
B+: 86.5-89.499	C-: 69.5- 72.499	
B: 82.5-86.499	D+: 67.5-69.499	
B-: 79.5-82.499	D: 64.5-67.499	

## Office Hours

Please visit my office hours or send me an email if you have any questions or concerns. Due to COVID-19, my office hours will be done virtually, through Zoom. I will distribute a Doodle poll during the first week of class to determine what times are best for the class.

## Academic Dishonesty and the Honor Code

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. If you are unsure if your conduct violates the Honor Code, please either visit the UNC Office of Student Conduct website or discuss your conduct with me. It is always better to clarify with me than to risk unintentionally violating the Honor Code. More information is available at <http://instrument.unc.edu>.

## Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources

and Service Office. See the ARS Website for contact information: <https://ars.unc.edu>. Please let me know about accommodations within the first two weeks of class.

## Title IX/Harassment

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, [adrienne.allison@unc.edu](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [eqw@unc.edu](mailto:eqw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto:kmwinn@unc.edu)), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, [cassidyjohnson@unc.edu](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu)) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu).

## Syllabus Changes

I reserve the right to modify this syllabus over the course of the semester. I will communicate all changes to the syllabus in class and via email, and I will post an updated syllabus on Sakai. Given the unpredictable nature of COVID-19, there is a possibility that the university may require this course to move to a virtual-only format.

## COVID-19 Accommodations

If you need accommodations because you have a health condition that puts you at high risk for contracting COVID-19, creates a high risk of developing more severe complications from COVID-19, or otherwise makes you unable to participate as assigned due to COVID-19, please let me know immediately (if you are comfortable doing so). I am here to support you and your engagement in this course. UNC-CHs Equal Opportunity and Compliance Office also provides a number of supports and resources. You can contact the Equal Opportunity and Compliance Office for assistance at 919-966-3576 or via email at <http://eoc.unc.edu/>.

## Tentative Course Schedule

All reading and assignments should be completed prior to class on the date they are assigned. Additional readings may be added as necessary. Citations for assigned readings can be found following the course schedule.

Date	Topic	Readings/Assignments
8/10-14 Week 1	Intro/Congress & the Constitution	- Smith Ch.4 (Article I) -Davidson, Ch. 1
8/17-21 Week 2	Congressional Origins and Development	-Davidson, Ch. 1 - <i>Federalist 10 &amp; Federalist 51</i>
8/24- 8/28 Week 3	Congressional Elections, Pt. 1:  Who Runs for Congress?/Congressional Campaigns	-Davidson, Ch. 3 (pp.57-66), Ch. 4  -Thomsen 2014

		-Smith, Ch. 10 (Mayhew)
8/31-9/4 Week 4	C.E. Part 2: Representation, Redistricting, and Rules of the Game	-Davidson, Ch. 3 (pp. 40-57), Ch. 5  -Fenno 1977 <b>-QUIZ 1, FRIDAY 9/4</b>
9/9-9/11 Week 5	Congressional Institutions/Parties in Congress	-Davidson, Ch. 6  -Taylor 2019
9/14-9/18 Week 6	History of the Presidency/Formal and Informal Powers	<b>-MID-TERM EXAM MONDAY, 9/14</b> -Pika, Preface & Ch. 1 -Howell 2003, Ch.1 -Neustadt 1960, Ch. 3-4 -Smith, Ch. 4 (Article II)
9/21-9/25 Week 7	Nominating Candidates for President	<b>-ESSAY 1 DUE FRIDAY, 9/25</b>  -Pika, Ch. 2 (pp.44-70) -Steger 2007 -Redlawsk et al 2010
9/28-10/2 Week 8	Presidential Campaigns and Elections	-Pika, Ch. 2 (pp. 70-95)  -Vavreck 2017 -Jacobson 2016 -ADDITIONAL READING TBA <b>-QUIZ 2, FRIDAY 10/2</b>
10/5-10/9 Week 9	The Media and Presidential Communication	-Pika, Ch. 3  -Klein 2012 -Teten 2003
10/14-10/16 Week 10	Presidential Character and Evaluating Presidents	-Pika, Ch. 4  -Tillery 2019 -NO CLASS 10/12, University Day
10/19-10/23 Week 11	The President & Congress	- Pika, Ch. 5
10/26-10/30 Week 12	The Trump Presidency and the 2020 Election	-Pika , Ch. 11  -Levinthal 2019 -Skelley 2019 -MORE READINGS TBA AND STAY INFORMED ABOUT ELECTION <b>-QUIZ 3, FRIDAY 10/30</b>
11/2-11/6 Week 13	Election Recap & The President & The Judiciary	<b>-ELECTION DAY: TUESDAY, 11/3, VOTE!</b> -Pika, Ch. 7 -Caldeira 1987

		-Consume information about Election Night <b>-ESSAY 2 DUE, FRIDAY 11/6</b>
11/9- 11/13 Week 14	The President & The Executive Branch	-Pika, Ch. 6 <b>-QUIZ 4, FRIDAY 11/13</b>
11/16  Week 15	Congress, the President, and Foreign/Domestic Policy	-Pika, Ch. 8 (p. 457-470), SKIM Ch 10
11/23 Final Exam	FINAL EXAM	8:00 AM on Sakai/Zoom Monday

## Assigned Reading Citations

- Caldeira, Gregory. 1987. “Public Opinion and the U.S. Supreme Court: FDR’s Court-Packing Plan.” *The American Political Science Review*, 81(4): pp. 1139-1153.
- Davidson, Roger, Walter Oleszek, Frances Lee, and Eric Schickler. 2019. *Congress and Its Members*. 17th Edition. Sage: CQ Press.
- Fenno, Richard. 1977. “U.S. House Members in Their Constituencies: An Exploration.” *The American Political Science Review*, 71(3): pp. 883-917.
- Howell, William. 2003. *Power Without Persuasion: The Politics of Direct Presidential Action*. Princeton University Press.
- Jacobson, Gary. 2016. “Polarization, Gridlock, and Presidential Campaign Politics in 2016.” *The Annals of the American Academy of Political and Social Science*, Vol. 667, Elections in America, pp. 226-246.
- Klein, Ezra. 2012. “The Unpersuaded: Who listens to a President?” *The New Yorker*. Online.
- Levinthal, Dave. 2019. “Donald Trump created a permanent presidential campaign. Here’s how.” *Center for Public Integrity*. Online.
- Neustadt, Richard. 1960. *Presidential Power: The Politics of Leadership*. John Wiley and Sons, Inc.
- Pika, Joseph, John Anthony Maltese, and Andrew Rudalevige. 2020. *The Politics of the Presidency*. 10th Edition. Sage: CQ Press.
- Redlawsk, David, Caroline Tolbert, and Todd Donovan. 2010. *Why Iowa? How Caucuses and Sequential Elections Improve the Presidential Nominating Process*. University of Chicago Press.
- Skelley, Geoffrey. 2019. “Trump’s Approval Rating is Incredibly Steady. Is That Weird or the New Normal?” *fivethirtyeight.com*. Online.
- Smith, Steven, Jason Roberts, and Ryan Vander Wielen. 2009. *The American Congress Reader*. Cambridge University Press.
- Steger, Wayne. 2007. “Who Wins Nominations and Why?: An Updated Forecast of the Presidential Primary Vote.” *Political Research Quarterly*, 60(1)” pp. 91-99.
- Taylor, Jessica. 2019. “A Guide to Who’s Who in House Leadership for the 116th Congress.” *npr.org*. Online.
- Teten, Ryan. 2003. “Evolution of the Modern Rhetorical Presidency: Presidential Presentation and Development of the State of the Union Address.” *Presidential Studies Quarterly*, 33(2)” pp. 333-346.
- Thomsen, Danielle. 2014. “Ideological Moderates Won’t Run: How Party Fit Matters for Partisan Polarization in Congress.” *The Journal of Politics*, 76(3): pp. 786-797.

- Tillery Jr., Alvin and Hanes Walton Jr. 2019. “Presidential Greatness in the Black Press: Ranking the Modern Presidents on Civil Rights Policy and Race Relations, 1900-2016.” *Politics, Groups, and Identities*, 7(1): pp. 71-88.
- Vavreck, Lynn. 2017. “The Ways That the 2016 Election Was Perfectly Normal.” *The New York Times*. Online.

# **Syllabus**

## **POLI 100: American Democracy in Changing Times (Introduction to American Government)**

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**POLI 100**  
**American Democracy in Changing Times**  
SPRING 2020

**Instructor:** Will Patton

**Time and Location:** Tuesday/Thursday 5:00-6:15 PM; Murphey Hall Room 104

**Email:** willpat@live.unc.edu

**Office Hours:** Tuesday 3:00-4:30, Thursday 2:30-4:00 and by appointment; Hamilton 301

## Course Description

This course is an introduction to American politics at the college level that is intended to serve both majors and non-majors. In this course we will discuss the origins of the current governmental system in America, political institutions, political behavior, and how theories of American government apply to current events and problems the government and citizens face today. The goals for this course are as follows: 1) for students to identify and solve collective action problems that arise in the American system of government; 2) for students to think critically about the institutional design of the American system; 3) for students to develop vital skills required for informed political discourse; 4) for students to develop an understanding of political behavior and patterns in the United States.

## Required Texts

- Kollman, Ken. 2018 .The American Political System, Core. 3rd Edition (2018 Election Update). W.W. Norton & Company.
- You will be required to read articles from *The New York Times* dealing with current events in American politics for class discussion. You should come prepared to discuss these articles and engage with your classmates. You can register for a free subscription to *The New York Times* through the UNC Library using the procedure described here: <https://guides.lib.unc.edu/nyt-academic-pass>.
- In addition to reading the assigned readings from *The New York Times*, you should skim the headlines before coming to class each day to keep up with current events. This will help foster class discussion and help you to make more informed arguments. Current events may also appear as Poll Everywhere questions or on exams.

## General Expectations

I expect all students to behave professionally in this class. As this class is one in which personal political beliefs will be challenged and expressed, I expect your interactions with other classmates to be civil, rational, and respectful. One of my goals for you for this course is to develop important listening, debating, and conversational skills that allow for open-minded, meaningful and constructive dialogue about politics with respect for viewpoint diversity. Students are expected to take an

active role in their learning by completing readings before class, coming to class ready to participate directly with peers and through in-class technology, and reviewing routinely for exams. You will be held responsible for all material in the textbook and in lectures, even if you miss a class.

## Course Grading

### Grade Distribution

Attendance and Participation .....	15%
Reading Quizzes .....	10%
Exams (3) .....	45% (15% each)
Writing Assignments (2) ...	30% (15 % each)
<b>Total .....</b>	<b>100%</b>

If you turn in an assignment after the time given on each respective due date, I count this assignment as late. I will deduct 10% off your grade each day following the due date. For example, if you earn a 100% on an assignment, but you turn it in a day late, you will receive a 90%. Please provide documentation from a university official if you have an excused absence or require an extension, and I will not deduct points.

I reserve the right to provide extra credit opportunities to the entire class as I see fit, but I will not adjust final grades at the end of the semester. Additionally, university policy stipulates that no grades can be sent over email, so you must set up a time to meet with you if you have questions about your grade.

## Course Expectations and Guidelines

### Attendance and Participation

You must come to class every day, participate during discussions and group activities, and actively listen during lecture. I will take attendance every day, and your final Attendance and Participation grade will be an average of the percentage of classes you attended, a numeric participation grade that I assign based on the amount and quality of your participation in class, and your responses to in-class Poll Everywhere questions. Your grade will not be impacted if you provide a university-sanctioned excuse for missing class. This will account for 15 percent of your total grade.

### Poll Everywhere

I will utilize Poll Everywhere in this course. It will largely be done to take attendance in a timely fashion. There will be attendance questions on the screen once you enter class, you should arrive and submit your answer(s), allowing enough time for us to start class promptly. Some of these questions will have a right/wrong answer (called “Knowledge Questions”) and some will be “Opinion” questions without a clear right or wrong answer. For the Knowledge Questions, you will receive one point for simply responding to the question, and you will receive one point for correctly answering the question. For example, if you attend class and answer the question incorrectly, you will still receive half credit for that question. For the opinion questions, you will receive 1 point (out of 1 possible points) for simply responding. At the end of the semester, your average from the Poll

Everywhere questions will be equally averaged in with your attendance and participation grades, making up your final Attendance/Participation grade, worth 15% of your total grade. You MUST register your Poll Everywhere account to your name and PID to receive credit for your responses. Please visit the Poll Everywhere tab on the Sakai site for more information. There are no make-ups for Poll Everywhere questions, however I will drop 5 total points from the Poll Everywhere total at the end of the semester.

## **Reading Quizzes**

In an effort to ensure that you hold yourself accountable for the reading in this course, there will be 4 reading quizzes given throughout the semester on Sakai to test your comprehension of the readings I have assigned. These will take place on the dates listed in the course schedule below, and will occur during the first 10 minutes of class. These reading quizzes will consist of 10 multiple choice questions covering the reading for the weeks prior to that respective reading quiz but after the prior reading quiz. These quizzes will be administered on Sakai during class, and they are closed-book, closed-notes, and you will not be allowed to access electronic notes or the internet to assist you. The Honor Code will be in effect for these quizzes. They are worth 10% of total grade. You MUST attend class the day that reading quizzes are assigned, and you will NOT be able to make up a quiz without a university-sanctioned excuse.

## **Exams**

There will be three exams in this course. I will give you more information about each specific exam prior to the exam. Exam dates are listed in the Tentative Course Schedule. Similar to the reading quizzes, there will be no make-up exams unless you provide a university sanctioned excuse. Review sessions will be held prior to each exam. Each exam is worth 15% of your total grade, and 45% overall.

## **Writing Assignments**

You will have to complete two, 5-6 page writing assignments in this class, based on a prompt that will be distributed before the deadline. Each of these writing assignments is worth 15% of your total grade. Your assignments should be printed and stapled, using Times New Roman, 12-point font, and must follow MLA format. Your writing assignments will be due at the start of class on the days listed on the course schedule. These writing assignments must be your original work, and may not have been submitted for credit in another course, even in high school or at another institution. I highly recommend utilizing either my office hours or the Writing Center to help craft your assignments.

## **Research Requirement**

Students enrolled in POLI 100, POLI 130, or POLI 150 are required to take part in the Department of Political Science research activities as part of their course requirement. The research requirement can be fulfilled either by participating in research studies offered by the Political Science Subject Pool (PSSP) (Option 1) or by writing a research paper (Option 2). Both of these options are administered through the PSSP Web Portal: <https://go.unc.edu/pssp>. The total time commitment should not exceed 3 hours. This requirement does not substitute for other course requirements, nor does it generate extra credit.

OPTION 1: Students who choose to participate in the Political Science Subject Pool will be required to accumulate ten (10) credits towards their research requirement. Typically, each study completed will satisfy one (1) credit towards the requirement; occasionally, a study will count for more than one credit. The research requirement is fulfilled only when 10 credits are earned. Active studies for you to participate in will be listed on the Subject Pools portal: <https://go.unc.edu/pssp>

OPTION 2: Students who choose not to participate in the Political Science Subject Pool or who fail to reach your 10 credit minimum must satisfy the requirement by completing an alternative assignment, which consists of writing a 1300-word research-oriented paper, with a bibliography that includes at least five (5) references to scholarly articles published on academic journals. Although it is not exactly the same as participating in an actual research study, this assignment has been designed to expand students understanding of the realm of political science research. During the last 4 weeks of the semester, a list of articles from The Monkey Cage blog intended to make political science research more accessible will be listed on the Subject Pools portal: <https://go.unc.edu/pssp>. Articles from The Monkey Cage may present findings from a recently published academic article, introduce readers to a new topic, or present contemporary political events through the lens of political science research. Students will be required to react to the article they select, i.e. they are responsible to discuss how the article was conducted, what conclusion(s) the author of the article draws from their methodological approach, and detail how convincing you find their conclusions. Research papers need to be submitted using the submission form on the Subject Pools portal: <https://go.unc.edu/pssp> and they will be graded pass/fail by the Subject Pool Director(s).

Failure to satisfy the research requirement will result in an incomplete that will be removed only upon satisfaction of the requirement.

The research requirement is administered by the PSSP Director(s). For additional information and contacts, please visit <https://pssp.web.unc.edu>.

## Grading Scale

After calculating your grade in the manner described above, you will be assigned the grade you have earned using the following scale. Please note that these are hard cut-offs, and rounding has already been worked into the grading scale.

A: 92.5-100	C+: 76.5-79.499	F: <60
A-: 89.5- 92.499	C: 72.5- 76.499	
B+: 86.5-89.499	C-: 69.5- 72.499	
B: 82.5-86.499	D+: 64.5-69.499	
B-: 79.5-82.499	D: 60-64.499	

## Office Hours

Please visit my office hours or send me an email if you have any questions or concerns. If you are unable to attend office hours, please contact me by email to schedule an appointment. I will do my best to answer emails as quickly as possible.

## Academic Dishonesty and the Honor Code

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. If you are unsure if your conduct violates the Honor Code, please either visit the UNC Office of Student Conduct website or discuss your conduct with me. It is always better to clarify with me than to risk unintentionally violating the Honor Code. More information is available at <http://instrument.unc.edu>.

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## Syllabus Changes

I reserve the right to modify this syllabus over the course of the semester. I will communicate all changes to the syllabus in class and via email, and I will post an updated syllabus on Sakai.

## Tentative Course Schedule

All reading and assignments should be completed prior to class on the date they are assigned. Additional readings may be added as necessary. You will also be responsible for reading the assigned NYT articles that I assign via Sakai at the beginning of each week. Please let me know if you cannot secure access to the textbook and I will assist you.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
1/9 Thursday	Course Introduction	N/A
1/14 Tuesday	Concepts	<i>Textbook</i> , Ch. 1
1/16 Thursday	<i>Constitution I</i>	<i>Textbook</i> , Ch. 2 (pp.33-46)
1/21 Tuesday	<i>Constitution II</i>	<i>Textbook</i> , Ch. 2 (pp.46-68)
1/23 Thursday	Federalism	<i>Textbook</i> , Ch. 3
1/28 Tuesday	Congress I	<i>Textbook</i> , Ch. 5 (pp. 147-175)
1/30 Thursday	Congress II	- <i>Textbook</i> , Ch. 5 (pp. 176-196) <b>-READING QUIZ 1</b>
2/4 Tuesday	CATCH UP AND REVIEW	N/A
2/6 Thursday	<b>EXAM 1</b>	N/A
2/11 Tuesday	Presidency I	<i>Textbook</i> , Ch. 6 (pp. 199-218)
2/13 Thursday	Presidency II	<i>Textbook</i> , Ch. 6 (pp. 219-241)
2/18 Tuesday	Bureaucracy I	<i>Textbook</i> , Ch. 7 (pp. 243-258)
2/20 Thursday	Bureaucracy II	- <i>Textbook</i> , Ch. 7 (pp. 258-281), <b>-PAPER 1 DUE IN CLASS</b>
2/25 Tuesday	Judiciary I	<i>Textbook</i> , Ch. 8 (pp. 285-313)
2/27 Thursday	Judiciary II	- <i>Textbook</i> , Ch. 8 (pp. 313-325) <b>-READING QUIZ 2</b>
3/3 Tuesday	Public Opinion I	<i>Textbook</i> , Ch. 9 (pp. 327-357)
3/5 Thursday	Public Opinion II	<i>Textbook</i> , Ch. 9 (pp. 358-371)
3/10 Tuesday	<b>SPRING BREAK - NO CLASS</b>	N/A
3/12 Thursday	<b>SPRING BREAK - NO CLASS</b>	N/A
3/17 Tuesday	Elections I	<i>Textbook</i> , Ch. 13 (pp. 491-522)
3/19 Thursday	Elections II	<i>Textbook</i> , Ch. 13 (pp. 522-531)
3/24 Tuesday	CATCH UP AND REVIEW	N/A
3/26	<b>EXAM 2</b>	N/A

Thursday		
3/31 Tuesday	Participation I	<i>Textbook</i> , Ch. 10 (pp. 373-395)
4/2 Thursday	Participation II	- <i>Textbook</i> , Ch. 10 (pp. 373-395) <b>-READING QUIZ 3</b>
4/7 Tuesday	Civil Rights and Liberties I	<i>Textbook</i> , Ch. 4 (pp. 107-125)
4/9 Thursday	Civil Rights and Liberties II	<i>Textbook</i> , Ch. 4 (pp. 126-144)
4/14 Tuesday	Political Parties I	- <i>Textbook</i> , Ch. 12 (pp. 447-463) <b>- PAPER 2 DUE IN CLASS</b>
4/16 Thursday	Political Parties II	<i>Textbook</i> , Ch. 12 (pp. 464-482)
4/21 Tuesday	Media	<i>Textbook</i> , Ch. 14
4/23 Thursday	Interest Groups and Exam Review	- <i>Textbook</i> , Ch. 11 <b>-READING QUIZ 4</b>
5/5 Tuesday	<b>FINAL EXAM</b>	4:00 - 7:00 PM Murphey Hall Room 104

# **Syllabus**

## **POLI 208: Political Parties and Elections**

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## POLI 208 Political Parties and Elections

**Instructor:** Will Patton

**Time and Location:** TBA

**Email:** willpat@live.unc.edu

**Office Hours:** VIRTUAL via ZOOM, Monday 11:45-12:45, Wednesday 11:45-1:45 at <https://unc.zoom.us/j/99863652956>, or by appointment.

### Course Description

The purpose of this course is to provoke critical thinking about the role of political parties and elections in the American democratic system of government. We will survey academic theories of parties and elections, and seek to assess how well these theories fit the daily political realities we observe. Our class will begin with a general discussion of political parties, including theories about why parties form, and what role these organizations play in our governing system. From there, we will move on to the history of parties in the United States, from the Federalist and Anti-Federalists of the founding era through the polarized parties of present day. After this historical overview, we will transition from talking primarily about parties to focusing on elections. We will discuss voting behavior and ideology, as well as campaign strategy in both presidential and congressional elections. We will end the semester with a unit on parties in government, focusing on the challenges of policymaking in a polarized and highly-competitive political arena. Throughout the semester, we will connect our conversations of current events back to the substantive course material.

### Course Objectives

There are three primary goals for students in this course. The first is for students to obtain a better understanding of political parties, elections, and their place within American democracy. The second is to develop the critical thinking and writing skills that are an integral part of a liberal arts education. The final goal of this course is for students to develop important debate and conversational skills that allow for open-minded, meaningful dialogue about politics with respect for viewpoint diversity.

### Required Texts

- Hershey, Marjorie R. 2017. *Party Politics in America*. 17th Edition. New York: Pearson.
- In addition to the textbook, PDF readings will be posted to the Resources tab on Sakai.

## General Expectations

I expect all students to behave professionally in this class. As this class is one in which personal political beliefs will be challenged and expressed, I expect your interactions with other classmates to be civil, rational, and respectful. One of my goals for you for this course is to develop important listening, debating, and conversational skills that allow for open-minded, meaningful and constructive dialogue about politics with respect for viewpoint diversity. Students are expected to take an active role in their learning by completing readings before class, coming to class ready to participate directly with peers and through in-class technology, and reviewing routinely for exams. You will be held responsible for all material in the textbook and in lectures, even if you miss a class.

## Course Grading

### Grade Distribution

Quizzes .....	10%
Attendance/Participation .....	10%
Project .....	10%
Essays (2) .....	30% (15 % each)
Mid-Term Exam .....	20%
<u>Final Exam .....</u>	<u>20%</u>
<b>Total .....</b>	<b>100%</b>

If you turn in an assignment after the time given on each respective due date, I count this assignment as late. I will deduct 10% off your grade each day following the due date. For example, if you earn a 100% on an assignment, but you turn it in a day late, you will receive a 90%. Please provide documentation from a university official if you have an excused absence or require an extension, and I will not deduct points.

I reserve the right to provide extra credit opportunities to the entire class as I see fit, but I will not adjust final grades at the end of the semester. Additionally, university policy stipulates that no grades can be sent over email, so you must set up a time to meet virtually with you if you have questions about your grade.

## Course Expectations and Guidelines

### Participation and Forums

#### Poll Everywhere

I will utilize Poll Everywhere occasionally in this course. Often, there may be questions on the screen once you enter class, and you should arrive and submit your answer(s), allowing enough time for us to start class promptly. Some of these questions will have a right/wrong answer (called “Knowledge Questions”) and some will be “Opinion” questions without a clear right or wrong answer. For the Knowledge Questions, extra credit will be awarded only for answering correctly. For the Opinion questions, you will not receive extra credit, however these can be used to account for your participation in class. You **MUST** register your Poll Everywhere account to your name and PID to receive credit for your responses. Please visit the Poll Everywhere tab on the Sakai site for more information. There are no make-ups for Poll Everywhere questions.

## Quizzes

In an effort to ensure that you hold yourself accountable for the reading in this course, there will be 4 quizzes given throughout the semester on Sakai to test your comprehension of the assigned readings and the content covered in class. These will take place on the dates listed in the course schedule below, and will occur during the first 15 minutes of class. These reading quizzes will consist of multiple choice questions covering the reading and material for the weeks prior to that respective quiz but after the prior quiz. These quizzes will be administered on Sakai during class, and they are closed-book, closed-notes, and you will not be allowed to access electronic notes or the internet to assist you. The Honor Code will be in effect for these quizzes. They are worth 10% of total grade. You must attend class the day that reading quizzes are assigned, unless you have a medical excuse or reason to miss class. You must reach out to me prior to the quiz if you need to make alternate arrangements.

## Exams

There will be two exams in this course. I will give you more information about each specific exam prior to the exam. Exam dates are listed in the Tentative Course Schedule. Similar to the reading quizzes, there will be no make-up exams unless you provide a university sanctioned excuse and coordinate with me PRIOR to the exam. Review sessions may be held prior to each exam. Each exam is worth 20% of your total grade, and 40% overall. The Mid-Term exam will cover material from the first half of the course. The final exam will cover material primarily from the second half of the course, after the Mid-Term, however you should be prepared to answer questions from the first half of the course on the Final Exam, as well.

## Writing Assignments

More information will be provided as these due dates approach. These essays should follow MLA format and should include in-text citations, with 12-point font. Just as a reminder, the Honor Code applies to all work completed in this course, so remember to cite accordingly. These essays are due by 11:59 PM on the due date listed in the Assignments section on Sakai and in this syllabus. They should be saved as a PDF file. I highly recommend utilizing either my office hours or the Writing Center to help craft your assignments. Each of these essays are worth 15% of your final grade, and 30% total.

## Project and Presentation

You will be required to complete a project and presentation for this class. The project will consist of you selecting an election in the upcoming election cycle (either U.S. House, U.S. Senate, or gubernatorial). For this project you should research the history of the state or district in which you are completing your project and provide a thorough write-up of your findings. You should also evaluate the race that you are discussing, including introducing the candidates, their respective parties, and their electoral path to the election, including fundraising, their primary performance and opponents, etc. You should make clear connections to class concepts, and complete a 4-5 page paper detailing your findings. After completing the written assignment, you should prepare a 5-10 minute presentation for the class, detailing your election, culminating with an INFORMED prediction about who you think will win, given what we have learned in class. You should record your presentation on Zoom and send it to me. I will upload these videos for the class to watch. Further detailed instructions will be given out in class.

## Grading Scale

After calculating your grade in the manner described above, you will be assigned the grade you have earned using the following scale. Please note that these are hard cut-offs, and rounding has already been worked into the grading scale.

A: 92.5-100	C+: 76.5-79.499	D-: 60-64.499
A-: 89.5- 92.499	C: 72.5- 76.499	F: < 60
B+: 86.5-89.499	C-: 69.5- 72.499	
B: 82.5-86.499	D+: 67.5-69.499	
B-: 79.5-82.499	D: 64.5-67.499	

## Office Hours

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kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu).

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<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
8/10-14 Week 1	Introduction	- Hershey, Ch.1
8/17-21 Week 2	Why Parties?/Do We Need Parties?	-Aldrich 2011, Ch. 1-2 -Hershey, Ch. 2 -Downs 1957, Ch. 8
8/24- 8/28 Week 3	The History of Parties in the U.S.	-Key 1984 (pp.1-18)  -Aldrich & Griffin 2018, Ch. 1-2 -Hershey, Ch. 7
8/31-9/4  Week 4	The History of Parties in the U.S., cont'd	-Black 2004  -Key 1984, Ch. 3 <b>-QUIZ 1, FRIDAY</b>
9/9-9/11 Week 5	Party as Organization	-Hershey, Ch. 3-5 -Kousser et al 2015
9/14- 9/18 Week 6	Primaries & Party Nominations	-Hershey Ch. 9-10  -Hassell 2016 -Cohen et al 2008, Ch. 7
9/21- 9/25 Week 7	Campaigns & Elections	-Hershey, Ch. 8 & 11  <b>-ESSAY 1 DUE FRIDAY</b>
9/28- 10/2 Week 8	Campaign Finance	-Hershey, Ch. 12  -Levine 2019 <b>-QUIZ 2, FRIDAY</b>
10/5- 10/9 Week 9	Mid-term/Review	<b>-MID-TERM EXAM, FRIDAY</b>  No Assigned Readings

10/14- 10/16 Week 10	Parties in the Electorate	-Hershey, Ch. 6  -Bartels 2000
10/19- 10/23 Week 11	(Majority) Parties in Legislatures	-Carson et al 2010  -Lee 2016, Ch. 1-2 -Curry 2015, Ch. 1-2
10/26- 10/30 Week 12	(Minority) Parties in Legislatures	-Hershey, Ch. 13  -Krehbiel 2005 <b>-QUIZ 3, FRIDAY</b>
11/2- 11/6 Week 13	Parties, Ideology & Voting	-Hetherington & Weiler 2018, Ch. 1 & 4 -Taber & Lodge 2006 <b>-ESSAY 2 DUE, FRIDAY 11/6</b>
11/9- 11/13 Week 14	Polarization	-Levendusky 2009, Ch. 4  -Iyengar & Westwood 2015 <b>-QUIZ 4, FRIDAY 11/13</b>
11/16  Week 15	Polarization, cont'd. & U.S. Parties in the Future	-Hershey, Ch. 15-16
11/23 Final Exam	FINAL EXAM	8:00 AM on Sakai/Zoom Monday

## Assigned Reading Citations

- Aldrich, John. 2011. *Why Parties?: A Second Look*. University of Chicago Press.
- Aldrich, John and John D. Griffin. 2018. *Why Parties Matter: Political Competition & Democracy in the American South*. University of Chicago Press.
- Bartels, Larry. 2000. “Partisanship and Voting Behavior, 1952-1996.” *American Journal of Political Science*, 44(1): pp. 35-50.
- Black, Merle. 2004. “The Transformation of the Southern Democratic Party.” *Journal of Politics*, 66(4): pp. 1001-1017.
- Carson, Jamie and Gregory Koger and Matthew Lebo and Everett Young. 2010. “The Electoral Costs of Party Loyalty in Congress.” *American Journal of Political Science*, 54(3): pp. 598-616.
- Cohen, Marty and David Karol and Hans Noel and John Zaller. 2008. *The Party Decides: Presidential Nominations Before and After Reform*. University of Chicago Press.
- Curry, James. 2015. *Legislating in the Dark: Information and Power in the House of Representatives*. University of Chicago Press.
- Downs, Anthony. 1957. *An Economic Theory of Democracy*. Harper and Row Publishing.
- Hassell, Hans. 2016. “Party Control of Party Primaries: Party Influence in Nominations for the US Senate.” *The Journal of Politics*, 78(1): pp. 75-87.
- Hershey, Marjorie R. 2017. *Party Politics in America*. 17th Edition. New York: Pearson.
- Hetherington, Marc and Jonathan Weiler. 2018. *Prius or Pickup?: How the Answers to Four Simple Questions Explain America’s Great Divide*. Houghton Mifflin Harcourt.
- Iyengar, Shanto and Sean Westwood. 2015. “Fear and Loathing across Party Lines: New Evidence on Group Polarization.” *American Journal of Political Science*, 59(3): pp. 690-707.
- Key, V.O. 1984. *Southern Politics in State and Nation*. University of Tennessee Press.
- Kousser, Thad et al. 2015. “Kingmakers or Cheerleaders? Party Power and the Causal Effects of Endorsements.” *Political Research Quarterly*, 68(3): pp. 443-456.
- Krehbiel, Keith and Alan Wiseman. 2005. “Joe Cannon and the Minority Party: Tyranny or Bipartisanship.” *Legislative Studies Quarterly*, 30(4): pp. 479-505.
- Lee, Frances. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. University of Chicago Press.
- Levendusky, Matthew. 2009. *The Partisan Sort: How Liberals Became Democrats and Conservatives Became Republicans*. University of Chicago Press.
- Levine, Carrie and Chris Zubak-Skees. 2019. “1 in 5 Democratic Donors Are Giving to More Than One Presidential Candidate.” *FiveThirtyEight*. Online.
- Taber, Charles and Milton Lodge. 2006. “Motivated Skepticism in the Evaluation of Political Beliefs.” *American Journal of Political Science*, 50(3): pp. 755-769.

**Student Evaluations of Teaching**

**POLI 200: The President, Congress, and Public  
Policy**

**Fall 2020**

**Student Evaluation of Teaching, Fall 2020**  
**William Patton, POLI 200-001 PRES CONG & PUB POL**

Raters	Students								
Responded	24								
Invited	44								
Response Ratio	54.5%								
	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.58	5.00	0.50	24	0.0%	0.0%	0.0%	41.7%	58.3%
2. The instructor treated all students with respect.	4.88	5.00	0.34	24	0.0%	0.0%	0.0%	12.5%	87.5%
3. The instructor encouraged students to participate in this class.	4.64	5.00	0.49	22	0.0%	0.0%	0.0%	36.4%	63.6%
4. The instructor saw cultural and personal differences as assets.	4.67	5.00	0.56	24	0.0%	0.0%	4.2%	25.0%	70.8%
5. In this course I had multiple opportunities to express my viewpoints and questions.	4.75	5.00	0.44	24	0.0%	0.0%	0.0%	25.0%	75.0%
6. The course challenged me to think deeply about the subject matter.	4.58	5.00	0.50	24	0.0%	0.0%	0.0%	41.7%	58.3%
7. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.52	5.00	0.59	23	0.0%	0.0%	4.3%	39.1%	56.5%
8. Overall, this course was excellent.	4.79	5.00	0.41	24	0.0%	0.0%	0.0%	20.8%	79.2%

## Department Specific

### Political Science Undergraduate: Instructor Ratings

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Demonstrates enthusiasm about teaching.	4.83	5.00	0.39	23	0.0%	0.0%	0.0%	17.4%	82.6%
2. Communicates clearly and logically.	4.92	5.00	0.28	24	0.0%	0.0%	0.0%	8.3%	91.7%
3. Promotes a climate of mutual respect.	4.88	5.00	0.34	24	0.0%	0.0%	0.0%	12.5%	87.5%
4. Encourages student questions.	4.83	5.00	0.38	24	0.0%	0.0%	0.0%	16.7%	83.3%
5. Emphasizes critical thinking.	4.71	5.00	0.46	24	0.0%	0.0%	0.0%	29.2%	70.8%
6. Uses teaching strategies that promote active involvement.	4.67	5.00	0.48	24	0.0%	0.0%	0.0%	33.3%	66.7%
7. Clearly communicates expectations for student performance.	4.88	5.00	0.34	24	0.0%	0.0%	0.0%	12.5%	87.5%
8. Regularly provides constructive criticism of student performance.	4.54	5.00	0.59	24	0.0%	0.0%	4.2%	37.5%	58.3%
9. Provides timely feedback on student performance.	4.46	4.50	0.59	24	0.0%	0.0%	4.2%	45.8%	50.0%
10. Provides a fair evaluation of student performance.	4.67	5.00	0.48	24	0.0%	0.0%	0.0%	33.3%	66.7%
11. Is available when needed.	4.71	5.00	0.55	24	0.0%	0.0%	4.2%	20.8%	75.0%
12. Is well-prepared for instruction.	4.79	5.00	0.41	24	0.0%	0.0%	0.0%	20.8%	79.2%
13. Overall, considering both the possibilities and limitations of the subject matter and course, I would rate this instructor as "excellent."	4.83	5.00	0.38	24	0.0%	0.0%	0.0%	16.7%	83.3%

### Political Science Undergraduate: Course Quality Ratings

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. Course goals and objectives are clearly specified.	4.88	5.00	0.34	24	0.0%	0.0%	0.0%	12.5%	87.5%
15. Requirements (e.g., assignments, attendance, student responsibilities) are clearly specified.	4.83	5.00	0.38	24	0.0%	0.0%	0.0%	16.7%	83.3%
16. Course assignments are clearly related to the course objectives.	4.83	5.00	0.38	24	0.0%	0.0%	0.0%	16.7%	83.3%
17. Instructional methods in the course facilitate my learning.	4.79	5.00	0.41	24	0.0%	0.0%	0.0%	20.8%	79.2%
18. In general, the course is well-organized.	4.83	5.00	0.38	24	0.0%	0.0%	0.0%	16.7%	83.3%
19. Course materials stimulated critical thinking.	4.74	5.00	0.45	23	0.0%	0.0%	0.0%	26.1%	73.9%
20. I know significantly more about this subject than before I took this course.	4.63	5.00	0.58	24	0.0%	0.0%	4.2%	29.2%	66.7%
21. Overall, considering its content, design, and structure, I would rate this course as "excellent."	4.83	5.00	0.38	24	0.0%	0.0%	0.0%	16.7%	83.3%

## Open-Ended Responses

### 1. In what ways did your instructor try to make learning possible for you during the Fall 2020 semester?

#### Comments

He had good lectures that allowed for discussion of topics and readings that expanded on what was being taught.

William Patton provided us with an interesting class and modeled it off of the presidential election going on this year. This way, the class learned about course material and the presidential election, which I thoroughly enjoyed.

I like that he still had synchronous class! He was very understanding with his attendance policy and moving the essay until after the election.

BEST INSTRUCTOR OF ZOOM GOES TO WILLIAM PATTON. I cannot express how thankful I am for the amount of effort and time this instructor put into this class. Out of all my classes this semester this is the one I learned the most out of, simply because of how committed the instructor was to replicating a real classroom as much as possible. From constantly providing multiple modes of feedback to holding live lectures (sadly a rarity these days). The instructor also had an extensive knowledge on historical and modern events that were relevant to the course. The feedback we got in class and on our assignments made the entire class a learning experience. The instructor did an excellent job of engaging students during lecture with asking thought provoking questions and staying engaged with each student. It most certainly mimicked the experience pre-covid and for that I am very thankful.

I thought the powerpoints along with extra that he added were very clear and helpful. Also, the essays and project really made me think and helped grasp the material better.

He was patient with all of us and adjusted due dates in order to lessen the stress on his students

He was understanding about late assignments and participation, due to COVID issues. Before campus shut down completely, he offered in-person and online options for each lecture.

Professor Patton was extremely understanding during difficult circumstances, such as when we moved from in-person to online learning. He provided plentiful resources to further explore class content and examine current events. He was accommodating with due dates when conflicts arose or amidst stressful circumstances such as election week. He encouraged questions and discussion during class and genuinely cared about us students.

I loved this course! It was very relevant to what was happening in 2020 and you could tell that Professor Patton tried to incorporate that. We had a project of selecting a state and predicting its electoral outcome for the 2020 election cycle. Usually I do not like projects but this one was relevant and important to what was actually happening in our country. We started out with some people in person and some online; I liked going to class in person but when we switched to all online I believe the course was more streamlined. I think Professor Patton did a great job of teaching this course and catering to the individual's needs in the course. He also had a tremendous understanding of the material and made it interesting. I would want to take another one of his courses in the future.

He was willing to accommodate issues that arose. He was adaptable and taught the content in a way that was easy to understand.

Will was very accommodating during such a challenging semester and truly cared about the needs of all of his students. His use of an engaging and extremely informative election project coincided perfectly with the 2020 election and helped everyone to gain a much deeper understanding of the political environment in their chosen state. Will was an amazing instructor who was able to share his incredible amount of knowledge on the subject in an easy to understand, yet in-depth way. I could not be happier with my decision to take this class.

I thought he was very fair and clear in his expectations for the class. He always made opportunities for questions and clarifications. Overall, I think he made learning virtually run very smoothly!

Professor Patton was always engaging during class. He incorporated current events into every class, making it enjoyable and relevant to the unprecedented times we are currently living in.

Professor Patton is clearly so knowledgeable about everything we talked about in class! He made sure that everything we talked about could be related to something going on today, which really helped keep the course interesting. He also is really considerate and flexible with his students, which is awesome.

Will was a great instructor. Poli-sci, in general, can get confusing but Will made sure that all blurry lines were made clear. The coursework challenged me, but I would be lying if I said it wasn't helpful and didn't lead me to learning. He was available for office hours and questions via email constantly. I was falling behind at the end of the semester, but after talking to him he was very understanding and found ways to help. With such an important year in American politics (a pandemic, a new Justice on the SCOTUS and an election

Comments

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year), Will gave us many opportunities to share our thoughts as they related to course material and cleared up any confusion that we had as citizens. Such a good instructor and would take another one of his courses, as I believe my classmates would agree.

Was the only class that I had with live lectures which were nice.

He gave great thorough feedback on assignments, provided open forums for students to ask questions, and gave sufficient opportunities for extra credit

He provided many extra credit opportunities, grading that was fair, and made it possible for every student to do well as long as they put in effort.

Prof. Patton was by far probably one of the single–most understanding political science professors that I have enjoyed. Regardless of political preference, he marinated an atmosphere wherein everyone was able to voice their political positions/concerns/understandings/etc. In his assessment of political ongoings, I felt that he sought to convey politics with all biases removed. By doing so, he allowed his students some level of agency in formulating their own political preferences while simply conveying to them the facts and need–to–knows. I thoroughly enjoyed, perhaps for the first time, a political science class wherein I felt I could voice my own political leanings without some level of negative ramifications. For that, Prof. Patton is absolutely appreciated.

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## Department Specific

Please comment on the strengths of the course.

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### Comments

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Enjoyable and interesting. Applicable.

Good discussions that allow for different perspectives to talk about the content. Essays allow for the deeper involvement and learning.

This course was very interesting this year as it was an election year. There was not too many busy work assignments and I believed all the assignments helped to further my knowledge on the topic.

He was an engaging professor and I really enjoyed the subject matter. I especially liked the election project.

Having live lectures, class discussions, and being conscious of students mental health during this time.

Structured really well. Everything was easy to follow and grading format I thought fostered a environment to get a good grade and learn a lot at the same time

It was really interesting and fun to learn about during an election year

This course was extremely informative and applicable to the present political climate. Professor Patton actively sought ways to incorporate current events into our coursework through projects and extra credit opportunities.

I think the assignments of the course were fair and allowed me to demonstrate what I learned. The course material is also very interesting and relevant. With it being a presidential election year the class was even more interesting, it was cool to see what we were learning about being applied to the world around us.

This course provides a great overview of Congress and the Presidency that helps students understand the processes that run these branches on a much deeper level. The course is very well laid out and the topics throughout the course relate to each other very well, making it interesting to tie all of the information together at the end.

The election project was really great and interesting.

It was very well organized. The lectures were clear and comprehensive, and the structure of the lectures and slides made learning virtually go well.

This class was so methodically planned out so that as students, we had a chance to not only learn the material, but also relate it to current events. All of the projects and assignments we did were a perfect mix of assessing what we'd learned in class, while also allowing us to get a better understanding of the current election cycle. The course clearly had a lot of planning put into it, and all of the topics were so intriguing to learn about. I loved this course and Professor Patton was amazing.

It was organized and the material was understood. Expectations were clearly outlined.

I think this class was extra informative given that I took it during an election season. That added a lot of value to see what we were learning about in class applied to the real world.

Lectures were easy to follow, exams and quizzes were straightforward

It is an excellent beginner level course into American politics, and was especially interesting during the 2020 election.

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**Please comment on the limitations of the course.**

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Comments

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being online decreases greater overall participation of the class

This course was exactly as I predicted it would be. I think some of the readings could have been a little shorter or a summary of all the information. I think too many of the outside sources had information that were not relevant to the class.

It moves SO FAST! So much material in such little time. I think some things could be cut out (we don't need a history of every time any politician has done whatever thing we are learning about that week) to save time!

Not really incorporates the public policy aspect of the course, as much as I expected it to.

I guess the interactions, but instructor tried his best given the circumstances

there's just a lot of material to cover in 1 semester but it was manageable

It was difficult to keep up with which readings were assigned each week as the materials were located in different places.

Being online made it harder for conversations to flow. Everyone except Professor Patton would have their cameras off during lecture which made it hard for direct communication.

I think it would have been a fun class to have in-person, but it ran very well online.

None at all.

N/A

powerpoints were not posted on sakai to encourage attendance, which I fundamentally disagree with but understand

n/a

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**Please comment on the strengths of the instructor.**

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Comments

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Well-informed and educated on the subject matter

Good at expanding on content and being able to explain other questions.

He was easy to reach. He was flexible due to the multiple closures at the school. He pushed due dates back to the stress of the election. I enjoyed his classes and his style of teaching. He seemed to understand what we were all going through and worked with us to understand course material.

He is easy to access, engaging, kind, and passionate about the subject matter. I also think he is a fair grader.

Extensive knowledge, abundant feedback, commitment to a quality learning experience. Out of all my professors and TA's this instructor knows how to have discussions with students. From the thought provoking questions to the follow up questions he asks, this made the discussion a really fruitful part of the class that allowed me to practice my critical thinking skills.

Explained everything really well without going to fast or slow. Allowed for many chances to ask questions or comments

He was super kind and patient with students. He understood the stress his students were under and moved due dates around to accommodate for that

William Patton is extremely knowledgeable about politics, congress, and the presidency of the United States. He is approachable and teaches in a way that allows all students to learn and benefit whether they are political novices or political science majors. He teaches in a manner that is straight forward, clear, and understandable to all students.

I really enjoyed taking this class with Professor Patton. He is passionate about the course material and encouraged discussions about these topics and their effect on modern society. He is understanding and accommodating to us students and recognizes the challenges we are facing in these present circumstances.

He did a great job of communicating all assignments and material. Throughout the course there were always some set backs (from days off to the election) but Professor Patton did a great job of moving dates of lectures and assignments to fit the changes. Our election project was also very cool, I would recommend doing that with other classes. Overall you could tell that he had a lot of knowledge about the material and he was able to pass that knowledge to me.

He adapted well to the shift to online learning and the class always ran smoothly

Will is a great instructor that has a gift for explaining difficult concepts in a way that is simple and easy to understand. He truly cares about all of his students and is always willing to answer questions anyone has about government and politics, even if it is not directly related to class. He does an amazing job at sharing his wealth of knowledge with his students!

He is a very clear speaker and always answers questions really well.

Professor Patton was clearly extremely knowledgeable and passionate about the subject. In addition, Professor Patton was always very conscious about the current situation, always being available to meet, being flexible with deadlines, and very willing to discuss class topics in depth upon request. Professor Patton clearly cares about his students and their wellbeing, while also placing importance on educating his students on current events in American politics.

Professor Patton is really knowledgeable and great at answering questions and facilitating discussion. I felt like he was also super accessible and really wants us to succeed.

Great instructor. Was super helpful and passionate about the class. He incorporated events that were happening around us and always made us think in depth about the implications of it.

Very personable

Good feedback and communication

Will was a super kind and educated instructor who facilitated a great class and made sure all his students succeeded in a very difficult semester.

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**Please comment on the limitations of the instructor.**

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Comments

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n/a

My only limitation is that he missed 2 days of class because he went out time. But even then he recorded a lecture for us to watch in his absence.

The class moves too quickly, but that is my only complaint.

None!

I heard he wasn't very responsive to emails, but I never had a problem. Everything else I thought was great

He was a harsh paper grader. Despite going to the writing center multiple times and answering the prompt fully, my paper grades always seemed to suffer

Nothing to point out. Thought he was a great instructor.

None!

Sometimes the lectures could get a little boring, but I honestly think that's because it was online. I feel like students would have been more inclined to interact in person.

N/A

n/a

Sometimes Will did not respond to emails/or did not respond in a timely manner, but otherwise a great instructor!

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**Student Evaluations of Teaching**

**POLI 200: The President, Congress, and Public  
Policy**

**Spring 2021**

## Student Evaluation of Teaching, Spring 2021

### William Patton, POLI 200-001 PRES CONG & PUB POL

Raters	Students
Responded	15
Invited	44
Response Ratio	34.1%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	4.27	4.00	0.88	15	0.0%	6.7%	6.7%	40.0%	46.7%
2. The instructor treated all students with respect.	4.80	5.00	0.41	15	0.0%	0.0%	0.0%	20.0%	80.0%
3. The instructor encouraged students to participate in this class.	4.67	5.00	0.62	15	0.0%	0.0%	6.7%	20.0%	73.3%
4. The instructor saw cultural and personal differences as assets.	4.60	5.00	0.51	15	0.0%	0.0%	0.0%	40.0%	60.0%
5. I could really be myself in this course.	4.20	4.00	0.77	15	0.0%	0.0%	20.0%	40.0%	40.0%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.60	5.00	0.51	15	0.0%	0.0%	0.0%	40.0%	60.0%
7. The course challenged me to think deeply about the subject matter.	4.53	5.00	0.64	15	0.0%	0.0%	6.7%	33.3%	60.0%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	4.40	4.00	0.63	15	0.0%	0.0%	6.7%	46.7%	46.7%
9. Overall, this course was excellent.	4.36	4.50	0.74	14	0.0%	0.0%	14.3%	35.7%	50.0%

10. How was this course taught?					
N	Mode 1	Mode 2	Mode 3	Mode 4	Mode 5
15	0.0%	93.3%	6.7%	0.0%	0.0%

11. The instructor held class meetings consistent with the official schedule published for this course.					
Mean	SD	N	Yes	No	
1.00	0.00	14	100.0%	0.0%	

## Department Specific

### Political Science Undergraduate: Instructor Ratings

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Demonstrates enthusiasm about teaching.	4.47	5.00	0.64	15	0.0%	0.0%	6.7%	40.0%	53.3%
2. Communicates clearly and logically.	4.64	5.00	0.50	14	0.0%	0.0%	0.0%	35.7%	64.3%
3. Promotes a climate of mutual respect.	4.60	5.00	0.51	15	0.0%	0.0%	0.0%	40.0%	60.0%
4. Encourages student questions.	4.77	5.00	0.44	13	0.0%	0.0%	0.0%	23.1%	76.9%
5. Emphasizes critical thinking.	4.27	4.00	0.80	15	0.0%	0.0%	20.0%	33.3%	46.7%
6. Uses teaching strategies that promote active involvement.	4.27	4.00	0.88	15	0.0%	6.7%	6.7%	40.0%	46.7%
7. Clearly communicates expectations for student performance.	4.40	5.00	0.74	15	0.0%	0.0%	13.3%	33.3%	53.3%
8. Regularly provides constructive criticism of student performance.	3.93	4.00	0.88	15	0.0%	6.7%	20.0%	46.7%	26.7%
9. Provides timely feedback on student performance.	4.29	4.00	0.61	14	0.0%	0.0%	7.1%	57.1%	35.7%
10. Provides a fair evaluation of student performance.	4.27	4.00	0.59	15	0.0%	0.0%	6.7%	60.0%	33.3%
11. Is available when needed.	4.53	5.00	0.52	15	0.0%	0.0%	0.0%	46.7%	53.3%
12. Is well-prepared for instruction.	4.67	5.00	0.62	15	0.0%	0.0%	6.7%	20.0%	73.3%
13. Overall, considering both the possibilities and limitations of the subject matter and course, I would rate this instructor as "excellent."	4.43	5.00	0.76	14	0.0%	0.0%	14.3%	28.6%	57.1%

### Political Science Undergraduate: Course Quality Ratings

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. Course goals and objectives are clearly specified.	4.57	5.00	0.51	14	0.0%	0.0%	0.0%	42.9%	57.1%
15. Requirements (e.g., assignments, attendance, student responsibilities) are clearly specified.	4.53	5.00	0.52	15	0.0%	0.0%	0.0%	46.7%	53.3%
16. Course assignments are clearly related to the course objectives.	4.64	5.00	0.50	14	0.0%	0.0%	0.0%	35.7%	64.3%
17. Instructional methods in the course facilitate my learning.	4.27	4.00	0.70	15	0.0%	0.0%	13.3%	46.7%	40.0%
18. In general, the course is well-organized.	4.47	4.00	0.52	15	0.0%	0.0%	0.0%	53.3%	46.7%
19. Course materials stimulated critical thinking.	4.43	4.50	0.65	14	0.0%	0.0%	7.1%	42.9%	50.0%
20. I know significantly more about this subject than before I took this course.	4.13	4.00	1.06	15	0.0%	13.3%	6.7%	33.3%	46.7%
21. Overall, considering its content, design, and structure, I would rate this course as "excellent."	4.21	4.00	0.70	14	0.0%	0.0%	14.3%	50.0%	35.7%

## Open-Ended Responses

### 1. In what ways did your instructor try to make learning possible for you during the Spring 2021 semester?

#### Comments

He did everything he could to make sure all students understood the material being taught and provided opportunities to get extra help if needed.

I liked the structure of the course. We had informative lectures, plus little to none outside busy work. I was still able to learn the material and I really enjoyed the content.

Professor Payton was engaging, open, and knowledgeable on the subject area. He was flexible and allowed students to engage in discussion.

Made class easily accessible and gave great feedback when we would ask questions. Also, always made sure to open up the floor for questions and make sure we all understood the material.

He gave extensions whenever people needed help, and was super respectful.

Will facilitated in person mixed with remote learning in seamless, efficient fashion.

He always gave very informative lectures and seemed to know the answer to every question asked

Will was very flexible with and understanding of the needs of students, allowing students to participate in class in ways they were comfortable.

He was very flexible with his instruction and whether we could come in person or virtually, he left lots of areas for questions and participation in class where we could share ideas or thoughts we had on material.

He made office hours available as well as left time for questions during class.

Will explained in detail each topics that were covered and made sure that all the students understood each topic.

He gave us options to attend that worked very well.

Prof. Patton was very understanding of all student's circumstances and remained flexible while also adhering to a stable course structure.

Professor Patton offered both in person and virtual class options.

### 2. Which aspects of this course, if any, should be kept vs. discarded when students return to campus in fall 2022?

#### Comments

This course was terrific! The only thing I wish could be changed is the way Will approached subjects. Sometimes, his political views would come through the material and I wish that would not have happened. Other than that, this course was awesome and I wish I could take it again!

I felt the course was very well structured, and as I attended in person I experienced it very similar to what I hope I would experience in the fall. I in particular enjoyed the experiment on the last day of class, and that style of class procedure.

can't think of any!

I think that the readings can be a little bit dry and long, and some group project elements would allow students to hear multiple perspectives.

I think the set up worked really well

Hybrid model, allowing participation on the forum

I was, and still am, unclear on the forum/participation part of class, and I'm not a huge fan of it in the class but that may be a personal qualm.

This class by being partially in person already is a good blueprint for the future.

This class would be great in person.

I think that remote learning should be kept.

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## Department Specific

### Please comment on the strengths of the course.

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#### Comments

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I really enjoyed the material in this course. I was fascinated by what I learned and it was awesome!

The course was informative on many key issues of application of political science in the United States.

Clear structure, good distribution of assignments, worked with us on assignments and exams so we would feel comfortable and prepared.

Provides a strong foundation for an understanding of the president.

I learned so much. It was well organized. Everything built off everything else

Material was well explained and anything a student was unclear on was made clear in class. The readings, while plentiful, were helpful and provided depth to the in class material.

The readings for the class as well as the presentations helped to bring new info to familiar topics.

The course was very well organized and the due dates were given plenty of time before.

It was very unbiased when it came to the information presented.

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### Please comment on the limitations of the course.

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#### Comments

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I wish this course did not have two essays. I personally do not enjoy writing essays and they do not help me further my knowledge of course material so I wish this were not a part of the course and were replaced with a presentation or something similar.

The course was also very shallow and did not look overall to go deeper into subjects, as it is more of an introductory course.

The course was very fast paced at times, sometimes I would not even have time to type out notes from a slide.

The readings are very dry and boring.

It could be a little more interactive

Some information in the class felt like repeats of high school American history and civics.

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**Please comment on the strengths of the instructor.**

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Comments

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He was always receptive to questions and encouraged participation.

I really enjoyed Will as my instructor. He wanted every student to be successful, challenged us to think deeply about the material, and was really good at answering questions in depth.

Professor Payton was very engaging and knowledgeable. He was very likable and interacted with students well.

very nice and accomodating, incredibly willing to work with students and help us out. Overall just a really nice guy and great teacher.

He's nice and very accommodating.

Always responsive to students, did an excellent job of facilitating in class participation and discussion between students on a variety of topics.

My dad is a professor and he always told me how horrible he was as a grad student instructor. He said he was a nervous wreck every day he taught. I thought Will was a great grad student instructor. He knows this material inside and out. He respects the students and gives us time to ask questions. He is going to be a great professor someday

Professor Patton obviously knew what he was talking about and was able to explain it clearly and in a way that was easy for students. He also added good comments on our papers and was very accommodating.

He is very open to questions and clearly communicated with students during class.

Will is an excellent lecturer and fair grader.

You were really unbiased in your presentations and made me feel comfortable sharing my opinions in class even though I knew I was in the minority with my beliefs.

Prof. Patton is very well organized and has a good course structure while also remaining flexible to accomidate students.

**Please comment on the limitations of the instructor.**

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Comments

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I wish his political views did not come through in his teaching.

Professor Patton was mostly limited by the shallow course material. There were times were I felt myself checking out of the class, more so do to the material being stuff I already knew than the teaching style. I think Professor Patton could have done just as well with more complex material, and perhaps even better.

Can't think of any!

N/A

Very strong professor, maybe slightly clearer on participation but thats all I have

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