POLT 105 - American Government: Politics and Policy\(^1\): Syllabus

“The effectiveness, stability, and predictability of American policymaking and political institutions have weakened at a time of ongoing fiscal and economic challenges …”
- from the S & P downgrade of the US credit rating\(^2\)

“The U.S. government has to come to terms with the painful fact that the good old days when it could just borrow its way out of messes of its own making are finally gone.”
- Xinhua News Agency\(^3\)

“The country would be well served by a better process for making fiscal decisions.”
- Ben Bernanke, Chairman, The Federal Reserve\(^4\)

**Course title:** American Government: Politics and Policy [CRN 8360]  
**Instructors:** Paul Dawson, Professor of Politics ([Paul.Dawson@oberlin.edu](mailto:Paul.Dawson@oberlin.edu)) and Adrian Fenty, Distinguished Visiting Professor of Politics ([adrianmfenty@gmail.com](mailto:adrianmfenty@gmail.com))  
**Class meeting times:** Tuesday & Thursday 8:00 am – 9:50 am  
**Office hours:** Tuesday 10-11:30 in Rice 230 and Thursday 4:30-6 in Azariah’s (1\(^{st}\) floor, Mudd library)  
**Course description:** This course, taught, in part, by Adrian Fenty (OC `92), the former Mayor of Washington, D. C., examines the relationship between running for office and governing, once in office. Issues include: What does it take to win an election? What does it take to make good public policy? What are the challenges of trying to do both? The exploration of these questions, based on the Mayor’s experience and an original case study of his Administration, is framed by a consideration of what has been and remains the fundamental issue of American political life: What should government do? (And not do?) The final paper assignment asks of students: “If you had been the Mayor, how would you have attempted to reconcile the making of good public policy with a successful re-election campaign?”

1 HOW TO DO WELL IN THIS COURSE  
To do well in this course, you must make course material personally useful. Specifically, you must master course concepts so that you are able to use them, naturally and easily, to make sense out of your political world. Anyone can do this; to be successful, all you have to do is:
1. Attend class;  
2. Be willing to think on your feet (and out loud) in class;  
3. Read the *New York Times* daily (M-F);  
4. Read the occasional additional material (on the syllabus or to be assigned in class);  
5. Use course concepts to try to make sense out of stories in the *New York Times*;  
6. Meet regularly with your Study Group and your Tutor to discuss stories in the *New York Times*; and  
7. Be willing to participate in the *New York Times*-based class discussions.

2 “United States of America Long-Term Rating Lowered To ’AA+’” This document is available in the course’s Blackboard site, under “Course Documents”: Hereafter [Bb]  

5 All office hours are public, group settings; i.e., there may be a number of people present. (It promotes collegial learning and is a great way to meet interesting people.)
Course objective: The primary objective is to increase your understanding of American government, by teaching you to think analytically about the dynamics that drive the political system.

Class meeting place: King 106

Required course reading: New York Times⁶ (Monday-Friday), plus a few articles. (No textbooks.) [NOTE: Sign up for a print edition of the New York Times at Gibson’s Bakery. After you do so, you also will get online access to the Times.]

Recommended (and other required) course reading: Available (a) online, (b) under “Course Documents”, on the course’s Blackboard site: hereafter [Bb], and/or (c) on Electronic Reserve [ERes]⁷

Course requirements⁸: [with matching percentage of final grade]:

- Regular attendance in your assigned seat in class (seats will be assigned on Thursday, Sept. 15)⁹
- Sign up with a Tutor-led Discussion/Study Group on Thursday, Sept. 8.
- Regular attendance in your Tutor-led Discussion/Study Group¹⁰
- Regular and thorough reading of the New York Times (M-F), beginning Tuesday, Sept. 6
- Mastery of other “required” reading
- Participation in class discussion [30%]
- Midterm and Final exams¹¹ [50%]
- Final paper¹² [20%]
- Payment of a tardy fee of $ 1 whenever you’re late to class¹³
- A photo of yourself, taped to a 3 x 5 card (due Tuesday, Sept. 13)¹⁴

Supports: To help you be successful in this course, there are a number of supports:

1. Tutors¹⁵. Each Study Group will have a tutor and a regular meeting time.

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⁶ Available at a reduced rate at Gibson’s Bakery. (You will need your own print edition.)
⁷ At the ERes site, the password is polt105
⁸ They’re called “requirements” since each of them must be met to receive credit in the course.
⁹ If, for whatever reason, you wish a seat close to the front of the room, indicate that on the 3 x 5 card you’re required to turn in on Sept. 13.
¹⁰ Active participation in your Discussion/Study Group is essential for success in this course. For more information on these groups, see the Addendum (below): Making good use of your Discussion/Study Group
¹¹ See the Addendum: The Exams
¹² For details on the final paper, see the Addendum: How to carry out the research for the final paper and, on the course’s Blackboard site, the content area: “Research Guide and Database”. To reduce the amount of gibberish in your paper, see the Orwell and Cohen recommended reading. For assistance with researching and writing your paper, you may seek help from any of the Study Group Tutors, the Study Group Advisers, of the class’s Writing Associate (Jacob Lamoureux: Jacob.Lamoureux@oberlin.edu)
¹³ For purely pedagogical purposes, there is a tardy policy: if you are late to class, as defined by the Instructor’s watch, you will pay $ 1 to the Class Treasurer, without comment and before you take your seat. If you wish to give your word that you will happily comply with this policy, please signify that by not dropping this course. CAVEAT: This is a course requirement; failure to comply will result in a failing grade.
¹⁴ On the reverse side of the 3x5 card, PRINT your full name and add something unique and memorable about yourself.
¹⁵ Tutors, typically, are students who have done well in this course. Also, since the course has changed a bit since they took it, I will email the tutors every week to keep them posted on what we’re doing in class and what you should be getting out of it.
a. Tutors will be present in class on Thursday, Sept. 8. In that class session, they will be introduced and you will be able to sign up with one of them. You are required to sign up with one tutor for one regular weekly one and one-half hour session. Your Group also is required to meet at least once during the semester with Professor Dawson.

b. In addition, you also may contact, at any time, any of the tutors for one-on-one assistance.

2. **Group Advisers.** Also, to help Groups function well, Study Group Advisers are available. If your Group isn’t “working”, contact a Group Adviser who will come to one of your sessions and offer advice. (Your Tutor also may request the assistance of a Group Adviser.)

3. **Writing Associate.** A Peer Writing Associate is available to help you with your final paper.

4. **Feedback.** Feel free to use the student support people to get feedback to the instructors about anything: e.g., the pace of the class (too fast? too slow?), desire for more examples, etc.

5. **The course’s Blackboard site.** The site provides additional supports: check it out.

6. **The student support people.** The names and email addresses of all these student support people are available in the Addendum: Making good use of your Discussion/Study Group.
Course topics and assignments

1. Government, politics, and policies
   • The Preamble to the Constitution
     i. As you recall …
     ii. Why “We”? Popular sovereignty and jury nullification
     iii. Implied questions?
     iv. Are we there yet, and, if not …
   • Welcome to the Island of Despair!
     i. The allocation of resources: i.e., things that are … ?
     ii. Resource allocation decisions (RADs)
     iii. Alternative resource allocation mechanisms (RAMs)
     iv. Scarcity + Pluralism = ?
     v. Values: Instrumental and terminal
     vi. Politics: A means for advocating values and adjusting value conflicts (e.g. the conflict between openness and effectiveness)
     vii. Government: An authoritative RAM
     viii. Public Policy: A governmental attempt to modify human behavior on a mass scale
   • What can government do?
   • What should government do?
     i. The case for less government
     ii. The case for more government
   • Class Discussion Case: What, if anything, should government do about reducing or eliminating that portion of childhood obesity due to the consumption of high fructose corn syrup?
     • Re your responses/arguments …
       o Why do they differ?
       o What’s at stake?
       o In what ways are today’s concepts reflected in your views?

Required reading:
• Beginning today (Tuesday, Sept. 6), a print edition of the New York Times, hereafter NYT\textsuperscript{16}

Recommended reading
• Do what’s “right” or what’s politically expedient? [Bb]
• Michael Lind, “The intellectual collapse of left and right”, Financial Times, August 22, 2011. [Bb]

\textsuperscript{16} Yes, a print edition will be necessary.
• Paul A. Dawson, American Government: Institutions, Policies, and Politics. Prologue and Chapter 1 (All chapters are available on Electronic Reserve [ERes]) (Hereafter … Dawson)
• George Orwell, “Politics and the English language” [Bb]
• G. A. Cohen, “Deeper into bullshit” [Bb]

**Required activities:**
• Today, Tuesday, Sept. 6, go to Gibson’s bakery and sign up for a Monday-Friday subscription to the New York Times. (And pick up Tuesday’s paper.)
• On Thursday, Sept. 8, sign up in class for a required Discussion/Study Group

**NOTE REGARDING THE 2^{ND} CLASS (Thursday, Sept. 8):** To research your final paper and to prepare for the class sessions with Mr. Fenty, you will have to make use of a special database we have constructed. This database, consisting of over 1,800 entries, includes all newspaper accounts of the Fenty Administration over the period 2006-2010, many DC governmental documents, internal mayoral and election campaign documents, and various special reports. In other words, this database contains all the information you will need for your paper: you just have to learn how to use the database. To learn that, Ms. Megan Mitchell, the Reference and Instruction Librarian in Mudd, will be in class on Thursday, Sept. 8. (For more information, see the Addendum: How to carry out the research for the final paper.)

**Your assignments**
• Make sure you’re in class on Thursday, Sept. 8.
• Before Monday, Sept. 12, explore the database.
• On the basis of something in the database, prepare a question you would like Mr. Fenty to answer during his first class session on Tuesday, Sept. 13.\(^{17}\) (Include a reference to the item(s) in the database upon which you based your question.)
  o No later than noon on Monday, Sept. 11, email that question to Professor Dawson.
  o If Mr. Fenty doesn’t get to your question during class on Tuesday, ask it of him during his Convocation that evening, 7:30 pm in Finney.

**2. Politics and policy in the Nation’s capital: The elections and school reform efforts of Adrian Fenty (OC ’92), Mayor of the District of Columbia, 2006-2010**
   i. What does it take to win an election?
   ii. What does it take to make good public policy?

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\(^{17}\) Mr. Fenty also will be in class on Oct. 18, Nov. 1 and 3, and Dec. 8.
iii. What are the challenges of trying to do both?

iv. A case study: Reforming the District of Columbia’s public schools

v. NOTE: Mr. Fenty will cover the above topics during various class sessions. To prepare for these sessions and to conduct research for your final paper, see The Fenty Study Guide (on the course’s Blackboard site).

**Required Reading:**

- **See:** The report of the National Research Council, “A Plan for Evaluating the District of Columbia's Public Schools: From Impressions to Evidence” (2011), especially pages S-1 through S7 and 1-1 through 1-5 @ http://www.refworks.com/Refworks/mainframe.asp?tsmp=1313753782410&WNCLang=false
- For a basically friendly but somewhat critical overview of the school reform movement, see the review of Steven Brill’s *Class Warfare* @ http://www.refworks.com/Refworks/mainframe.asp?tsmp=1313924142281&WNCLang=false
- Adrian Fenty, *Tough Choices: Politics and policy in the Nation’s capital* [Bb]

**3. The Constitution**

- **New York Times**-based discussion
  - NOTE: To make good use of the *New York Times*, to help you internalize course concepts, and to improve your skill in using course concepts to make sense out of your political world, every class session will begin with a brief discussion of the following questions:\footnote{With appreciation to David Fegley for his advice on how to organize these discussions.} 18:
    - Is there a particular story, in a current\footnote{“Current” = mostly, those published since the last class.} issue of the *New York Times* that you find illustrative of course concerns? (Briefly -- very briefly -- describe the story.)
    - What course concepts do you see reflected in this story?
    - What does your analysis of this story suggest to you about any of the following?
      - Politics
      - Public policy?
      - Government?
      - The relationship between politics and policy?
      - In general, what lessons do you draw from this story?
  - You should feel free to volunteer to participate in this *New York Times*-based discussion; I will feel free to call on you.
- Balancing liberty and order: In classroom written assignment
i. Design (In 10 minutes, write, present, and turn in under your name):
   1. A system for reducing traffic accidents in which government plays a major role; and
   2. An alternative system in which government plays no role.

ii. What has this assignment taught you about the relationship between liberty and order? About the societal value of narrow self-interest?
   - The Founders as problem solvers: What was the problem?
   - The Constitution as the solution: Why was it?
   - Madison’s argument in favor of ratification: In class discussion questions …

   i. In the required reading assignment from *The Federalist Papers* (below), what is Madison’s argument?
      1. Be prepared to reconstruct, orally, Madison’s argument in a manner that is cogent, correct and complete.
      2. To do so, you will have to master Madison’s argument; this will take some effort.

   ii. What are the political and policy consequences of Madison’s argument? (That is, if the Constitution drove the political system, how would it behave? Specifically, what kind of politics would it have? What kinds of policies would it make? How would it make them?)

**Required Reading**:
- *NYT*

**Recommended Reading**: Dawson, Chapter 2

4. Federalism
   - *New York Times*-based discussion
   - Take me to your leader!
   - Wild burros: What, if anything, should government do?
   - What should be done with the late fees?
   - What are the consequences of a governmental resource allocation mechanisms in which power is limited and fragmented? (PB & J I)
   - Is there a “separation of powers” in American government?
   - Should there be a single national standard for the proficiencies of public school students – or separate standards for each state?
   - Does America have a leadership problem?

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20 “How” means … in what manner or through what sort of process.
21 NOTE: Required reading is to be completed before the class for which it is scheduled. This includes (a) all previous issues of the New York Times, except for that day’s paper, and (b) any other assigned reading. For example, for the class sessions on *The Constitution*, the assignments from *The Federalist Papers* are to be completed before those classes.
5. **Civil liberties and civil rights**
   - *New York Times*-based discussion
   - Would you rather set free a guilty person or lock up innocent one?
   - Should government ban dwarf tossing?
   - Should government require Dawson to wear a helmet when riding his motorcycle?

   **Required Reading: NYT**
   **Recommended Reading:** Dawson, Chapter 3

6. **Political culture and public opinion**
   - *New York Times*-based discussion
   - What would you tell a Prospie if you wanted to make sure they wouldn’t apply or get in?
   - Why don’t you know the words to “Solidarity Forever”?
   - Who wants to buy a dollar bill?
   - Should college students be permitted to form a belly-dancing club?
   - Should healthy people be required to buy health insurance?

   **Required Reading: NYT**
   **Recommended Reading:**
   - Dawson, Chapter 4
   - Selection from Wills, *Nixon Agonistes* [Bb and ERes]

7. **Political interest groups and political parties**
   - *New York Times*-based discussion
   - The First Amendment’s unanswered question
   - The difference between political interest groups and political parties
   - Why do the environmentally conscious litter?
   - The stag and the hare
   - Will you join me in a campaign to get the federal government to develop a program to stop “Killer Asteroids” before they extinguish all life on Earth?
   - The calculus of inaction
   - Why are Burger King and McDonald's side by side?: A spatial model of party competition
   - Real differences between Democrats and Republicans!

   **Required Reading: NYT**
   **Recommended Reading:**
   - Mallon, “Asteroids are coming” [Bb]
• Yglesias, “The Case for Partisanship”, the Atlantic, April 2008 @
http://www.theatlantic.com/doc/200804/comment
• Dawson, Chapter 6
• Hardin, “The Tragedy of the Commons” @
http://www.sciencemag.org/cgi/content/full/162/3859/1243
• Mayer, “Covert Operations: The billionaire brothers who are waging a 
war against Obama.” @
http://www.newyorker.com/reporting/2010/08/30/100830fa_fact_mayer

8. The media and elections
• New York Times-based discussion
• Electioneering vs. governing
• The permanent campaign
• Running alone
• Localism
• What’s wrong with election campaigns?
• Candy bar campaigns
• The Pogo problem

Required Reading: NYT
Recommended Reading:
• Dawson, Chapter 7
• Abramowitz, “The myth of the independent voter revisited” @
http://www.centerforpolitics.org/crystalball/articles/aia2009082001/
• Murrow speech @
http://www.turnoffyourtv.com/commentary/hiddenagenda/murrow.html
and @ http://www.youtube.com/watch?v=1cfwsfGqgPM&NR=1
• Parkin, “Taking late night comedy seriously: How candidate appearances 
on late night television can engage viewers” @
http://prq.sagepub.com/content/early/2009/01/06/1065912908327604.full 
.pdf+html

9. National governmental institutions: Congress, the President, the 
bureaucracy, the courts
• New York Times-based discussion
• Congress
  o Why do Americans hate Congress but love their own 
  Congressperson?
  o Theories of representation: Would you want your preferred 
candidate to sign a pledge to not raise taxes … or to not cut 
Medicare?
• The presidency
  o Do we romanticize the president?
  o Is Obama weak? Smart? Indecisive? Politically astute?
• The bureaucracy
  o The failure of regulation: The liquidity crisis
The courts
  o Sooner or later, all major issues of public policy end up in the courts: e.g., the Obama individual health-law mandate

**Required Reading:**
- *NYT*

**Recommended Reading:**
- Dawson, Chapters 11-14
- “Signing away the right to govern”, *NYT*, July 18, 2011 [Bb]
- Giles, Blackstone, and Vining, Jr., “The Supreme Court in American Democracy: Unraveling the linkages between public opinion and judicial decision making”, *The Journal of Politics* (2008), 70: 293-306 @ [http://journals.cambridge.org/action/displayFulltext?type=1&fid=1818052&jid=JOP&volumeid=70&issueId=02&aid=1818044&membershipNumber=&societyETOCSession=](http://journals.cambridge.org/action/displayFulltext?type=1&fid=1818052&jid=JOP&volumeid=70&issueId=02&aid=1818044&membershipNumber=&societyETOCSession=)

10. **The policy making process**
- Incrementalism: The science of ‘muddling through’
- The Long Island Sound problem
- Postmortem of the Long Island Sound problem
- Serial vs. iterative policy cycles
- PB & J II
- Pogo problem revisited

**Required Reading:** *NYT*

**Recommended Reading:**
- Dawson, Chapter 9-14
- Jay and Lynn, “Yes Minister” @ [http://en.wikipedia.org/wiki/Yes_Minister](http://en.wikipedia.org/wiki/Yes_Minister)
11. The relationship between successful politics and good public policy
   • *New York Times*-based discussion
   • Robert Moses and urban development in New York City
   • Lyndon Johnson and the passage of the Civil Rights Act of 1957
   • Adrian Fenty and school reform in Washington, DC
     • In class discussion: Could you, as the mayor of the District, reform the DC schools and get re-elected? If so, how?

12. The On-going Search for government's proper role
   • *New York Times*-based discussion
   • The federal debt wars: Chicken, Prisoner’s Dilemma, and trust
   • The Pogo Problem revisited
   • Welcome to Oz!
   • Mark Twain’s cowpoke
Addendum: Making good use of your Discussion/Study Group

To make good use of your group and, thereby, increase your prospects for success in this course …

1. Meet regularly, once or twice a week (try doing so over a meal).
2. Figure out how to do cooperative learning: i.e. where you learn from each other, without any one person dominating the air space (this, BTW, is an important life skill).
3. Work, over time, to improve the group dynamic.
   a. The Study Group Tutors will help you.
   b. To fix a dysfunctional group, you also can call on one of the Study Group Advisers.
   c. The names and email address of the Tutors and Advisers appears below.
4. In each group session, focus on a particular story (or two). After you’ve read the story, analyze it by asking and answering the following questions:
   a. What’s the issue? (I.e., that which people disagree about)
   b. Who are the stakeholders? (I.e., those who care about the issue)
   c. What are the stakeholders’ positions? (I.e., what do they want government to do?)
   d. What values are at stake? (What values will be served by governmental involvement? What values will be suppressed?)
   e. What do you think government should do in this case? Why?
   f. So what? I.e., what do your answers to the above questions reveal or suggest about:
      i. Politics?
      ii. Government?
      iii. Public policy?
      iv. The policy making process?
      v. The relationship between politics and policy?
   o Finally …having gone through the above steps, imagine that the story you just analyzed is the story I put on the midterm or the final exam. If this were the case …
      • How would you answer the exam question?
        • Within your Study Group …
          o Actually write out your answers.
          o Share and critique written answers.
          o Ask your Tutor to read and critique your answer.
            (Afterwards, you can ask Professor Dawson to do the same.)

22 Analysis is different from advocacy. To analyze a story, break it down into its various parts, see how the parts relate to course concerns, and think about the pros and cons of governmental involvement – then use all that to build a well-reasoned argument for (or against) some form of governmental intervention. In contrast, advocacy simply means asserting a position, without a well-reasoned argument, on the issue of what government should do. (Mere advocacy is often mindless: avoid it.)
23 In this context, “what” refers to a policy (the outcome of a policy making process) and to the process itself.
24 For the exam question, see the Addendum: The exams
Discussion/Study Group Tutors

1. Alen Cisija (Alen.Cisija@oberlin.edu)
2. Arielle Swernoff (aswernof@oberlin.edu)
3. Ashley Docherty (adochert@oberlin.edu)
4. Caroline Hui (chui@oberlin.edu)
5. CJ Penso (cpenso@oberlin.edu)
6. David Fegley (David.Fegley@oberlin.edu)
7. Eliana Golding (egolding@oberlin.edu)
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10. Joe Condon (jcondon@oberlin.edu)
11. Marcus Johnson (Marcus.Johnson@oberlin.edu)
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13. Michael Pulsford (mpulsfor@oberlin.edu)
14. Raphael Goldberg (rgoldber@oberlin.edu)
15. Sarp Yavuz (Sarp.Yavuz@oberlin.edu)
16. Sophia Chen (slchen@oberlin.edu)

Study Group Advisers:

Meade Klingensmith (jklingen@oberlin.edu)
Sarah Feigelson (sfeigels@oberlin.edu)
Zoe Zetlin (zzetlin@oberlin.edu)

Writing Associate

Jacob Lamoureaux (Jacob.Lamoureaux@oberlin.edu)
Addendum: The Exams

On both the midterm and the final exam, there is one question, in three parts:

(a) **“What**\(^{25}\), if anything, should government do (about the situation described in the newspaper clipping that is attached to this exam)?
(b) *Why* should government do that?; and,
(c) *So what*? (That is, from your answer, what inferences do you draw about American government, politics, public policies, the policy making process, and/or the relationship between politics and policy?\(^{26}\)

- To prepare for exams, practice with current news stories, in your study group and with your tutor. (Discuss orally, write out answers, and critique each other’s answers.)
- **The midterm exam is Tuesday, Oct. 18, during class time.**

- **The final exam is on Sat. Dec. 18 at 7 pm.** [THIS IS THE CORRECT TIME. IGNORE ALL OTHER NOTICES OF EXAM TIMES. DO NOT LET ANYONE SCHEDULE A CONFLICTING FLIGHT, SINCE IT WILL NOT BE POSSIBLE TO SCHEDULE A MAKE UP EXAM.]
- You may take the exam, on the Honor System, anywhere you wish. (If you leave the classroom, you will avoid allegations of cheating by not communicating with anyone.)
- To offset poor handwriting, you are encouraged to word process your exam answers. If you do:

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\(^{25}\) In this question, “what” refers to both the process by which some governmental policy is made and the outcome of that process: i.e., the policy itself. Moreover, as you will learn, the process is often more important than the outcome.

\(^{26}\) “So what?” is a question that calls for you to make an inductive leap. To do so, re-read you answer to the “what” and “why” parts of the exam question, and then, on the basis of what you have written in your exam answer, draw new inferences about American government, politics, public policies, the policy making process, and/or the relationship between politics and policy. Drawing inferences is much more than simply summarizing or restating what you already have written. At this point in your answer, DO NOT SUMMARIZE OR MERELY RESTATE what you already have written. As a caveat, you also should know this step is the most difficult part of the exam; it usually differentiates a good from a great answer. To learn to do this well, practice.
Be advised: If you electronically lose all or a part of your answer, you will not be permitted to retake the exam. Therefore, save often what you write and save it in a secure location, off your computer (e.g., as a Google document).

You may have an additional 30 minutes to print out your answer:

- Make sure your name is on every page.
- Number the pages.
- Securely fasten the pages.
- Hand deliver your printed answer to Professor Dawson in Rice 230, no later than 30 minutes after the time at which the exam was to end.
Addendum: How to carry out the research for the final paper

The final paper assignment asks of students: “If you had been Mr. Fenty, the Mayor of the District of Columbia, elected to a four-year term in 2006, how would you have attempted to reconcile the making of good public policy with a successful re-election campaign?”

To write this paper, you have to do political analysis: that requires political insight and supporting data. The political insight will come through your participation in the class; the data you will find in a database we have prepared for you.

The database consists of over 1,800 newspaper articles, government documents, and special reports. This database is available as a RefWorks account @
http://www.refworks.com/refshare?site=048061199422800000/RWWEB10217051/010051298555331000

To show you how to use this database, Ms. Megan Mitchell, the Reference and Instruction Librarian in Mudd, will be in class on Thursday, Sept. 8. She and other Mudd Reference Librarians also will be available to assist you throughout the semester. In addition, some of the Tutors and Group Advisers are familiar with this database, since they helped construct it.

For more information on the database and for advice on how to research and write the final paper, see, on the course’s Blackboard site, the content area: “Research Guide and Database”.

(August 27, 2011)