

THE CLASSROOM EXPERIENCE

Our four case studies examined the administrative structure of civics education, and the self-understanding by administrators and faculty of what they intend to teach in these classes. Student experiences, however, are an essential component of civics education. What follows is a sketch of the classroom civics experience at CU-Boulder, Colorado State University, the University of Northern Colorado, and the University of Wyoming. We focus on the introductory course to American government at each.

University of Colorado, Boulder

Although only a small fraction of CU-Boulder students take the class, PSCI 1101: *Introduction to American Politics* is the closest equivalent at CU-Boulder to a standard civics course. The syllabus for Dr. Vincent McGuire's section, for example, states that "The purpose of this class is to create better citizens."⁷⁶⁶ Dr. John Griffin listed his goals in more detail: "I hope that students would gain a sense of their opportunities to impact their community, whether it be voting, making contributions, participation in campaigns, valuing their opinions, understanding how opinions are shaped, and how opinions affect decision-making."⁷⁶⁷ PSCI 1101 is required for all Political Science majors at CU-Boulder. According to Griffin, increased interest in public policy among incoming freshmen has also increased enrollment in the course.⁷⁶⁸ On the other hand, Dr. Vanessa Baird believes that many students take this course under the mistaken belief that PSCI 1101 is a required course for their major, when it is really only required for political science majors and minors.⁷⁶⁹

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PSCI 1101, like many freshmen surveys at CU-Boulder, repeats a good deal of high school material. Baird states, and many students agree, that PSCI 1101 is taught at so basic a level that it bores students who are itching to move on to advanced material in their chosen majors.⁷⁷⁰ The difference in how the material is treated at the college level emerges in the course of the semester—but the most distinctive aspect of the course, unfortunately, is immediately apparent: the class size. PSCI 1101 is generally taught as a massive lecture of up to 360 students, with far more students than

⁷⁶⁶ Vincent McGuire, American Political Systems 1101, Fall 2015 Syllabus, p. 1.

⁷⁶⁷ John Griffin, Interview by Craig Keller, November 11, 2015.

⁷⁶⁸ John Griffin, Interview by Craig Keller, November 11, 2015.

⁷⁶⁹ Vanessa A. Baird, Interview by Craig Keller, November 4, 2015.

⁷⁷⁰ Vanessa A. Baird, Interview by Craig Keller, November 4, 2015.

even the most overcrowded high school class—although a student enrolled in a Residential Academic Program (RAP) will take a section of the class whose enrollment is no greater than 45. In the larger lectures, iClickers allow for instant polling and quizzes during the lecture: Griffin says that these allow him to interact with students beyond the first few rows, and to gauge in real time the effectiveness of the lectures.⁷⁷¹ Discussion sections of 30 students apiece provide further limited opportunities for students to do more than listen to a lecture.

PSCI 1101's different sections share large similarities in focus and structure. The professors concentrate on giving students 1) increased knowledge about the structure of American Government; 2) improved critical thinking skills; and 3) improved communication skills. Of these, only the first is easily identified in each syllabus, but the latter goals are nevertheless essential.

Since professors want students to focus on learning the structure of American government and the philosophy underlying it, many avoid discussing current events. This allows for a cool examination of the relevant evidence, where discussion proceeds unimpeded by contemporary partisan passions. Professors also want students to understand basic aspects of political science as a way to understand the way government works.⁷⁷²

Most sections use a broadly similar civics textbook: Samuel Kernell's *The Logic of American Politics* is the most common. Professors usually supplement the textbooks with reference charts providing basic facts about the Constitution and the structure of the Federal Government.⁷⁷³ Baird uses a textbook to supplement her use of William Riker's *The Art of Political Manipulation* and several shorter texts, including FDR's Fireside Chats. Riker's book provides a series of historical case studies to demonstrate that politicians often frame choices for voters as a way to make

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771 John Griffin, Interview by Craig Keller, November 11, 2015. For the use of clickers to increase student exam performance at a comparable class at Colorado State University, see Marcela Velasco and Gamze Çavdar, "Teaching Large Classes with Clickers: Results from a Teaching Experiment in Comparative Politics," *PS: Political Science & Politics* 46, 4 (2013), pp. 823-39.

772 Vanessa A. Baird, Interview by Craig Keller, November 4, 2015; Vincent McGuire, Interview by Craig Keller, March 29, 2016.

773 Over half of surveyed syllabi (2006-2015) included textbooks by Samuel Kernell. University of Colorado Boulder, Syllabus Archive, "PSCI 1101 - Intro to Political Science," <https://syllabus.colorado.edu/course?prefix=PSCI&num=1101>.

sure that their “free choices” arrive at outcomes that politicians prefer.⁷⁷⁴

Baird and Griffin stated that they needed to assign textbooks because incoming students lacked basic knowledge about the structure of the Federal Government.⁷⁷⁵ Griffin, who recently taught the largest section of this class, added that the textbooks were valuable because he could use them to explain the basics of the Federal Government without wasting valuable lecture time.⁷⁷⁶ Baird, who taught a much smaller section, also stated that students needed basic textbooks to provide the foundation of factual knowledge necessary to understand the in-class discussions—although textbooks also encouraged students to believe, erroneously, that they had mastered the subject when they had finished the book.⁷⁷⁷ Many professors noted that their students had an overconfident and uncritical estimate of both their factual knowledge and their ability to grapple intelligently with course material.

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The textbooks militate against the discussion-based pedagogy outlined by Baird. Most of the textbooks' agendas are written tendentiously, with the Democrats as the designated White Hats. Kernell, for example, illustrates his discussion of Civil Rights purely from the identitarian coalition of the present-day Democratic party—African Americans, feminists, Hispanics, and gays—and soft-pedals worries that coercive and arbitrary governmental action done in the name of identitarian civil rights may abrogate individual civil rights, equality under the law, and the rule of law itself. In so doing, Kernell gives short shrift to arguments for limiting the Federal Government's power for good or ill: he takes the constitutional revolution during and after the Civil War to have superseded Madison's argument that strong state governments are necessary to check central tyranny.⁷⁷⁸ Kernell also glides over complications in the modern partisan landscape, such as the inspiration that pro-life activists take from the Dred Scott decision, which they take as a model for protection of the rights of the unborn.⁷⁷⁹

McGuire differs from most professors who teach the course, as he uses Hamilton, Jay, and Madison's *The Federalist* rather than a textbook. He believes that *The Federalist* engages students with the Constitution at a more rigorous level than a textbook, and that it helps students give proper weight to the importance of state governments in the constitutional framework. For McGuire, *The*

774 Jennifer Fitzgerald and Vanessa A. Baird, “Taking a Step Back: Teaching Critical Thinking by Distinguishing Appropriate Types of Evidence,” *PS: Political Science and Politics* 44, 3 (2011), pp. 619-24.

775 Vanessa A. Baird, Interview by Craig Keller, November 4, 2015; John Griffin, Interview by Craig Keller, November 11, 2015.

776 Vanessa A. Baird, Interview by Craig Keller, November 4, 2015.

777 Vanessa A. Baird, Interview by Craig Keller, November 4, 2015.

778 Samuel Kernell, et al. *The Logic of American Politics* (Los Angeles, 2014), pp. 91-95, 159-179.

779 Kernell, *Logic of American Politics*, p. 162.

Federalist more than fulfills the remedial tasks allotted to textbooks, for it acts as an authoritative commentary upon the Constitution. It invites students to engage with the thoughts and voices behind the Constitution's composition, and it piques interest without resorting to controversies ripped from the headlines.

Like Baird, McGuire also uses an alternative to a textbook: Murray Edelman's *The Symbolic Uses of Politics*. McGuire considers Edelman's work to be a valuable counterweight to the data-driven social scientific analysis so prevalent in the academy's approach to politics, since Edelman argues that many of the most important drivers of political life are symbolic and unquantifiable. McGuire hopes that students will learn that there is more to Political Science than polling.⁷⁸⁰ Books such as Edelman's and Riker's provide excellent material for discussion within these smaller courses, and the actual class discussions do justice to the books. Students learn so much more civics in small classes that it suggests that all civics classes should be capped with enrollments that allow significant class discussion.

Professors generally intend their lectures to help students learn how to communicate and to think critically (in the original sense, rather than as a euphemism for "assent to progressive beliefs") and independently. Baird requires students to write short arguments, in order to teach them how to gather appropriate evidence from their readings. She also directs in-class discussion to this same end: "If the students cannot connect the appropriate logical dots for their own thoughts and assertions, how can they be expected to hold others – educators, reporters, politicians, even acquaintances – accountable for their arguments?"⁷⁸¹ McGuire urges students to "create your own personal set of ideas." These ideas "may be the same as your friends or your parents but they must be yours, not theirs."⁷⁸²

These invitations to discussion provide the college-level material that distinguishes PSCI 1101 from high school civics classes, but there are clear limitations. Massive lectures tend to rely on

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780 Vincent McGuire, Interview by Craig Keller, March 29, 2016.

781 Fitzgerald and Baird, "Taking a Step Back," p. 620.

782 Vincent McGuire, *American Political Systems 1101*, Fall 2015 Syllabus, p. 2.

expensive textbooks which provide a shallow and partisan treatment of the material, rather than on focused works that can spark thought and discussion. If it is impossible to reduce the size of these lecture sections, perhaps it would be wise to adopt the use of *The Federalist*. The *Federalist*'s essays, which are free online, foster knowledge of American Government, critical thinking, and clear communication. They do so without relying on arguments about divisive current events—and the *Federalist* certainly counts as a text that educates students at the college level.

Colorado State University

POLS 101 *American Government and Politics* is generally taught by instructors at CSU—in Fall 2016, the only sections were taught by two instructors, Holly Boux and Pamela Duncan, and an assistant professor, Matthew Hitt, who began teaching at CSU that semester.⁷⁸³ The relegation of the course to the junior and untenured members of the department suggests that the Political Science department considers it to be a low priority. So too does the Political Science department's decision to offer only three large lectures of the course a semester. *American Government and Politics* classes are too large to allow for the intimate discussion that provides a proper education, and they are too few to serve much more than political science majors. CSU's basic class in American government is only offered to a few students, and the Political Science department does not make it a priority.

We have had limited success in persuading instructors at CSU to provide information about their courses. We have some information about the instructors. Students regard Pamela Duncan as a liberal who allows her political views to slip into her teaching: “you can easily pick up on the fact that she leans on the liberal side of politics ... she hates Bush, which she makes clear during every lecture, no matter what we're supposed to be talking about.”⁷⁸⁴ Holly Boux “is not an awful teacher if you buy into the

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783 Colorado State University, Class Schedule Listing, POLS 101 - American Government and Politics (GT-SS1), https://ariesssb.is.colostate.edu/BANPROD/bwckschd.p_get_crse_unsec?term_in=201690&sel_subj=dummy&sel_day=dummy&sel_schd=dummy&sel_insm=dummy&sel_camp=dummy&sel_levl=dummy&sel_sess=dummy&sel_instr=dummy&sel_ptrm=dummy&sel_attr=dummy&sel_subj=POLS&sel_crse=101&sel_title=&sel_from_cred=&sel_to_cred=&sel_levl=%25&sel_ptrm=%25&sel_instr=%25&sel_attr=%25&begin_hh=o&begin_mi=o&begin_ap=a&end_hh=o&end_mi=o&end_ap=a.

784 Koofers, Pamela Duncan, <https://www.koofers.com/colorado-state-university-csu/instructors/duncan-979575/>.

classic liberal college political class. Basically all she cares about is feminism and the social system ... just don't be too far right on the political spectrum if you want to get a good grade."⁷⁸⁵ While an instructor's political affiliation has no necessary connection with how they teach, CSU's *American Government and Politics* apparently is taught with a liberal skew.

The textbook choice for the course reinforces that skew. Pamela Duncan uses Edward Greenberg and Benjamin Page's *The Struggle for Democracy*⁷⁸⁶—a generally solid textbook, but one with a liberal skew. *Struggle*'s Introduction, for example, emphasizes American democracy rather than its status as a republic, and states that “it should be easy to see how and why the democratic ideal can be used as a measuring rod with which to evaluate American politics.”⁷⁸⁷ Greenberg and Page also write about “anti-communist hysteria”⁷⁸⁸ without mentioning the existence of Communist spies such as Lauchlin Currie, Laurence Duggan, David Greenglass, Alger Hiss, and Harry Dexter White. Greenberg and Page's catalog of minorities threatened by unbridled majority rule conforms with the progressive identitarian coalition;⁷⁸⁹ it does not include, for example, the progressive state's majoritarian suppression of freedom of conscience by the traditionally faithful. Duncan's choice of textbook is not grossly slanted in its politics, but neither is it entirely impartial.

CSU's *American Government and Politics* course appears to be taught with professional competence. For example, although we have cited Pamela Duncan for liberal textbook selection and for student comment that emphasizes how she teaches with a liberal slant, Duncan also assigns the Constitution.⁷⁹⁰ Duncan may skew toward the left, both in her teaching and her text selection—but she also teaches the nuts and bolts of how our country works. Her students should leave her course with a solid knowledge of American government.

University of Northern Colorado

We have failed to persuade professors at UNC to agree to be interviewed about their courses; we therefore possess less direct information about UNC than we would like. What information we have is about Dr. Gregory Williams, who will teach the only two sections of *United States National Government* at UNC in Fall 2016. A recent news article provides some insight into Williams' political beliefs.

785 Rate My Professors, Holly Boux, <http://www.ratemyprofessors.com/ShowRatings.jsp?tid=1785021>.

786 Colorado State University Online, POLS 101 - American Government and Politics (GT-SS1), <http://www.online.colostate.edu/courses/POLS/POLS101.dot>.

787 Edward S. Greenberg and Benjamin I. Page, *The Struggle for Democracy*, 10th Edition (Pearson, 2011), pp. 1-24, esp. p. 14.

788 Greenberg and Page, *Struggle for Democracy*, p. 13.

789 Greenberg and Page, *Struggle for Democracy*, p. 14.

790 Pamela Duncan, *American Government Syllabus*, Fall 2014.

UNC NEWS ARTICLE: PROFILE OF GREGORY WILLIAMS

Lecturer Gregory Williams of the political science department recently gave a presentation called “The Last Lecture.” The topic: What knowledge would you impart upon the world if it were your last chance? ... Williams said the knowledge he would want to give to the world had less to do with his own mortality and more to do with the lives of social systems.

Williams explained that the best system would be one where people are not forced to live in destitution and exploit the environment. He said society would be better off if it believed it could make that change. ... Remaining on the topic of how society functions as a way to address resource scarcity, Williams said the environment and economy are not separate entities, and instead, capitalism functions as a way to divide nature.

“Capitalism is driven by the need for endless capital accumulation,” Williams said.

Capitalism must have resources to expand, Williams said, and the world is running out of those resources. Peak production has been passed.

Williams said he had three thoughts he wanted to make clear about social systems: First, systems do not last forever, whether or not they are disliked; second, despite newfound scarcity, society has no idea how long capitalism will last; and third, scarcity does not always lead to the same outcomes.

Drew Heiderscheidt, “University of Northern Colorado professor’s last chance to impart knowledge,” *The Mirror*, <http://www.uncmirror.com/news/view.php/1014540/University-of-Northern-Colorado-professo>.

We note the possibility that dislike of capitalism could inform Williams’ pedagogy.

Williams’ text selection for the Fall 2014 rendition of *United States National Government* adds some weight to this suspicion.⁷⁹¹ Williams assigns a subscription to *The New York Times* and four main texts. These texts are:

1. William Hudson’s *American Democracy in Peril*—which takes one of the perils to be big business: “Ways must be found to provide workers and other citizens with a more direct voice in corporate decision making. Just as the abolition of aristocratic privilege was a

791 Gregory Williams, “United States National Government,” Fall 2014 Syllabus, [http://www.unco.edu/psi/assets/syllabi/Williams%20PSCI%20100-%20US%20National%20Govt%20002-%20Syllabus%20\(2014%20Fall\).pdf](http://www.unco.edu/psi/assets/syllabi/Williams%20PSCI%20100-%20US%20National%20Govt%20002-%20Syllabus%20(2014%20Fall).pdf).

prerequisite for democracy in the eighteenth century, twenty-first century democracy may require the abolition of business privilege.”⁷⁹²

2. Chuck Collins and Felice Yeskel’s *Economic Apartheid in America*, co-authored with the organization United for a Fair Economy and Class Action, which is very dour about free markets: “Capitalism has been concerned with the project of extracting value from the earth and human laborers for the owners of capital. Capital accumulation (great wealth) comes from successfully getting more work out of people than you pay them and consuming more of the earth’s resources than you put back. Obviously this leads to human impoverishment and environmental ruin, which is why we are in this predicament.”⁷⁹³ Collins and Yeskel’s textbook concludes with a peroration toward anti-free-market activism: “We encourage you to think of yourself as part of a fair-economy movement, to become involved in building a fairer economy for all. ... Social movement rely on such messengers ... Speak out. Take action from the values that you know to be true. Expect change. Prepare to make history.”⁷⁹⁴
3. Stephen E. Ambrose and Douglas G. Brinkley’s *Rise to Globalism*, which colors its narrative of American foreign policy with a soft spot for Democratic presidents and sustained disdain for Republican ones. The description of George W. Bush’s administration is typical: “Fear dominated our collective emotional life from 2001 to 2008, and the Bush administration sought to capitalize on it: WMD, anthrax, Gitmo, Abu Ghraib, Homeland Security, the never-ending war on terror. During the Bush years, there was a repressive aura about life in Washington that unfortunately demoted our most cherished civil liberties to luxuries of the past.”⁷⁹⁵ Ambrose and Brinkley’s recapitulation of contemporaneous anti-Bush polemics,

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792 William E. Hudson, *American Democracy in Peril: Eight Challenges to America's Future, 7th Edition* (Thousand Oaks, CA, 2013), p. 258.

793 Chuck Collins and Felice Yeskel with United for a Fair Economy and Class Action, *Economic Apartheid in America: A Primer on Economic Inequality and Insecurity, 2nd Edition* (New York, 2005), p. 218.

794 Collins, Yeskel, et al., *Economic Apartheid in America*, p. 224.

795 Stephen E. Ambrose and Douglas G. Brinkley, *Rise to Globalism, 9th Edition* (New York, 2010), p. 511.

and equivalent passages about earlier incidents in American foreign policy, are not ideally suited for an introduction to American foreign policy.

4. Glenn Greenwald's *No Place To Hide*, a memoir of Greenwald's role in the Edward Snowden affair and polemic against America's intelligence agencies.⁷⁹⁶

These politically partisan writings are odd choices for texts in an introduction to *United States National Government*. While we hope that Dr. Williams teaches the only *United States National Government* classes at UNC with scrupulous impartiality, the circumstantial evidence does not reassure us.

University of Wyoming

Although students now may choose from 6 courses to fulfill their Civics ("V") requirement, most schools and departments still recommend that students take POLS 1000 *American and Wyoming Government*.⁷⁹⁷ Yet UW has now entered upon CU-Boulder's path, where the list of courses that meet the "V" requirement will probably lengthen until a course on the Constitution is only one of a large number of options. Departmental recommendations to take a traditional course on the Constitution therefore will have diminishing effect. In any case, UW already gives conflicting recommendations to its students, who are encouraged to take a Challenge Exam (\$80 sitting fee, students are allowed to take the test twice before being required to take the class) rather than a full course on the Constitution.⁷⁹⁸ According to Dr. Oliver Walter, these exams already exempt around 100 students from the course per year.⁷⁹⁹

UW's cost-cutting also leads it to cram large numbers of students into each POLS 1000 course. In the upcoming semester (Fall 2016), UW will offer two lecture sections, which have enrollments limited to 200 and 252 students. 5 sections of the class will be taught online, with enrollments capped between 40-50 students each. In addition, a special section taught by Dr. Maggi Murdock is limited to 15 international students. Those students who already have received an American Government credit may take the 1-credit course POLS 1100 *Wyoming Government*, whose enrollment is limited to 40. This course is also online. UW's cost-cutting puts students into mammoth lectures and on-line classes works, and thus severely limits students' ability to benefit from civics education.

The overwhelming majority of UW students still take POLS 1000, despite UW's efforts to trim their numbers, relegate them to online courses, and stuff them into overcrowded lectures. What do they experience in class? While a few students say that they do find the class better than the high-school equivalent, and useful for getting them used to college-level study, most say that it is an almost exact

796 Glenn Greenwald, *No Place to Hide: Edward Snowden, the NSA, and the U.S. Surveillance State* (New York, 2014).

797 University of Wyoming, Office of the Registrar, "University Catalog 2015-2016," http://www.uwyo.edu/registrar/university_catalog/.

798 University of Wyoming, Political Science Department, "Challenge Exam," <http://www.uwyo.edu/pols/challenge-exam/>.

799 Dr. Oliver Walter, Interview by Craig Keller, June 7, 2016.

reproduction of their high school course in *American and Wyoming Government*, and they leave the class feeling that they have wasted their time.⁸⁰⁰ Professors, for their part, say that students feel the course is a useless requirement, and so are almost impossible to motivate. Moreover, the professors affirm that the course as it now stands indeed is a useless requirement—that it is required by law, and there is no other reason to teach it.⁸⁰¹ Since the professors share their students’ lack of enthusiasm, they make no attempt to make the course challenging, exciting, or even minimally rigorous. A typical syllabus has no attendance requirements, no aspiration to make students into better citizens, and few texts aside from *The Challenge of Democracy*, a universally required,⁸⁰² confusing,⁸⁰³ and expensive textbook. *The Challenge of Democracy* tends to judge the Constitution by whether it lives up to left-egalitarian standards that emphasize equality of economic outcomes rather than equality of opportunity; where it is not simply factual, it provides a soft-left skew to civics education.⁸⁰⁴

UW’s dereliction is longstanding. According to Dr. Oliver Walter, who has been teaching for the UW Political Science department since 1970, POLS 1000 used to be taught through recorded lectures. When these were found to be unsuitable, POLS 1000 became an on-campus correspondence course.⁸⁰⁵ The online sections of POLS 1000 essentially update the correspondence course to the digital age, and they require social-media style discussion posts by the students. The 200- and 250-person lectures actually are an improvement on the older system—especially because they at least have weekly discussion sections limited to 30 students

The professors affirm that American and Wyoming Government as it now stands indeed is a useless requirement—that it is required by law, and there is no other reason to teach it.

If a student wants a solid education in American and Wyoming Government at the University of Wyoming, it's better to be born in Lagos than in Laramie.

800 Matt Cook, Interview by Craig Keller, May 5, 2015; Rasha Tejada , Interview by Craig Keller, May 5, 2015; Tyler Miller, Interview by Craig Keller, May 5, 2015; Dr. Maggi Murdock, Interview by Craig Keller, May 5, 2015.

801 Dr. Andrew Garner, Interview by Craig Keller, May 5, 2015; Dr. Oliver Walter, Interview by Craig Keller, June 7, 2016.

802 Dr. Jason McConnell, Interview by Craig Keller, June 16, 2016.

803 Dr. Oliver Walter, Interview by Craig Keller, June 7, 2016.

804 E.g., “In short, the Constitution provided a judicious balance between order and freedom. It paid virtually no attention to equality.” Kenneth Janda, et al. *The Challenge of Democracy 9th Edition*. (Boston, 2014), p. 73.

805 Dr. Oliver Walter, Interview by Craig Keller, June 7, 2016.

apiece.⁸⁰⁶ Still, the only decently sized POLS 1000 section at UW is the 15-person international section. If a student wants a solid education in American and Wyoming Government at UW, it's better to be born in Lagos than in Laramie. As civics instruction in UW now stands, students may actually be better off fulfilling their Civics "V" requirement with the proffered alternatives in Economics and American History, if only because they will be able to take slightly smaller classes.

Professors teaching POLS 1000 insert new topics into the syllabus partly because they think it is genuinely useful for civics education, but partly to provide students something more interesting than a repetition of their high school civics classes. Dr. Andrew Garner teaches students basic statistical principles and their use for surveying mass opinion, so that students can learn how to analyze the effect of structural forces on voting behavior. The example he offers is that of the 2012 presidential election, where he takes the average voter's perception that the economy was doing well to have been the decisive factor in President Obama's re-election. Garner uses John Zaller's *The Nature and Origin of Mass Opinion* to teach this subject matter.⁸⁰⁷ Dr. Murdock assigns her international students a constitution-writing exercise in order to show them what concerns guided the writing of the US and other constitutions.⁸⁰⁸ Other professors, unfortunately, decide to liven up the course by assigning newspapers and online news sources.⁸⁰⁹ The result tends to be sterile wrangling about current events.

As Garner notes, it is difficult to get American students interested in any required class at any university, and universities have generally given up the effort to do more than cater to their students' fleeting desires. The student-as-imperial-customer simply does not want to take required courses.⁸¹⁰ Given this general attitude, a required civics class will always have one strike against it. But the way civics is taught at UW exacerbates this general difficulty, despite the efforts of some teachers to provide interesting material or to teach smaller course sections.

UW has a chance to use American and Wyoming Government to offer a consistent, thought-provoking introduction to civic knowledge for the benefit of all residents. If UW does not take up the challenge to provide this introduction, who will?

806 University of Wyoming, Registrar, "Political Science 766-4854," http://www.uwyo.edu/registrar/class_schedules/fall2016/pols.html.

807 Dr. Andrew Garner, Interview by Craig Keller, May 5, 2015.

808 Dr. Maggi Murdock, Interview by Craig Keller, May 5, 2015.

809 Oliver Walter, "Political Science 1000" (Spring 2016) www.uwyo.edu/pols/syllabus/1000-01-walter.docx.

810 Dr. Andrew Garner, Interview by Craig Keller, May 5, 2015.

Dr. Jason McConnell states why UW’s failure matters. It is imperative for all UW students to understand Wyoming’s government, both to act properly in civic affairs themselves and because Wyoming citizens without a college education inevitably will look to UW graduates for guidance in civic matters.⁸¹¹ UW has a chance to use POLS 1000 to offer a consistent, thought-provoking introduction to civic knowledge for the benefit of all residents. If UW does not take up the challenge to provide this introduction, who will?

BIOGRAPHIES: CAMPUS COMPACT OF THE MOUNTAIN WEST

Since this report makes a close study of four colleges in those two states, it will help to know who are Colorado and Wyoming’s local New Civics leaders. We cannot describe them all. We will instead give a brief account of **the leaders of Campus Compact of the Mountain West**, since this is the most influential regional New Civics organization in Colorado and Wyoming. It is also a way by which the different New Civics advocates at each university can coordinate their efforts.

Campus Compact of the Mountain West (CCMW) is the regional associate of Campus Compact for Colorado and Wyoming; it includes 22 university and college presidents from those two states. While it is formally a coalition of college and university presidents, it acts as a general sponsor and coordinator of the New Civics throughout those two states. CCMW’s Board of Directors, staff, and advisory committee double as the central promoters of the New Civics in these two states.⁸¹²

It is worth emphasizing that New Civics advocates in almost every college and university in Colorado and Wyoming know each other personally through their common membership in CCMW, and their attendance of CCMW meetings and CCMW-sponsored events. The New Civics’ effectiveness in Colorado and Wyoming depends upon the common membership and personal acquaintance built upon membership in CCMW, as well as in other regional organizations such as the Puksta Foundation.

Board of Directors



Paul Alexander is the Director of the Institute on the Common Good at Regis University—Regis University’s administrative center for New Civics. Alexander has degrees in Economics and Community Dialogue. Alexander represents the connection between the New Civics and progressive nonprofit organizations: he worked for more than twenty years in such nonprofits, and has spent eight years as Degree Chair for Regis University’s Master of Nonprofit Management Program.⁸¹³ **Alexander exemplifies the use of the New Civics as a staffing tool for progressive nonprofit organizations.**

811 Dr. Jason McConnell, Interview by Craig Keller, June 16, 2016.

812 Campus Compact of the Mountain West: “About”, <http://www.ccmountainwest.org/about>; “Our Members,” <http://www.ccmountainwest.org/members>.

813 Campus Compact of the Mountain West, “Paul Alexander,” <http://www.ccmountainwest.org/paul-alexander>; “Paul . K. Alexander,” <http://academic.regis.edu/palexand/PKA%20Bio.htm>.