American Political Parties
Political Science 4140 & 5140
Spring 2020

Steven Rogers   Classroom: McGannon Hall 121
Office: McGannon Hall 125   Class time: Thursday, 4:15 – 7:00pm
Email: smrogers@slu.edu   Office Hours: Thursdays 1:30 – 3pm or by appointment

This course is a seminar that will survey the role American political parties in the electorate and Congress. We will study public opinion, collective decision-making, and institutional development. This course assumes basic prior knowledge about American politics and political science research methods (e.g. POLS 1100; 1150; 2000).

By the end of this course, students will be able to better address the following questions:
- How do voters develop their partisan identification?
- How do party elites shape voters' opinions and election outcomes?
- What are representatives' goals and how do these objectives influence their collective behavior?
- Why do parties form and how do they influence policymaking?
- What are the causes and consequences of polarization?

To answer these questions, students will be expected to evaluate the research designs, data, and resulting conclusions of political science research.   By understanding both theories of politics and the evidence for them, students will learn why the American political system operates the way it does. This course will include a research project, a midterm exam, and a final exam.

Required Texts
The following texts should be available from the University Bookstore or online retailers, such as Amazon.com. Other readings will be made available via Blackboard.
- Why Parties?: A Second Look – John Aldrich – University of Chicago Press (2011)
  - ISBN: 978-0226012742
- Polarization – Nolan McCarty – Oxford University Press (2019)
  - ISBN: 978-0190867782

Course Requirements
1. Class Participation & Attendance (25% of the course grade)
   Students' class participation consists of three parts.

   In Class Participation: Students' primary assignment is to complete the readings and contribute to weekly seminar discussion. Students are expected to contribute to discussion in regard to both authors' theories and research designs. Students are strongly encouraged to be prepared to answer the "Questions to Consider" for each week's readings, as these questions will be part of our class discussion. Students are also encouraged to come to class with questions (e.g. in regard to how findings apply to contemporary politics, how the research was limited, or something in the reading being confusing). [Worth 70 percent of participation grade]

   Excused Absences: If a student must miss class for a legitimate reason (e.g. illness, family emergency, or University sponsored activity) the student should contact Professor Rogers as soon as possible. An absence is excused only if explicitly stated by Professor Rogers by email (therefore if a student speaks to Professor Rogers – be sure to send a follow up email to confirm that an absence is excused). Students who are granted an excused absence must write a 4 page paper that addresses the readings and associated "Questions to Consider" for the given missed week, which is due before the

next class meeting. If the excused absence is during a week with presentations, the student will make individual arrangements with Professor Rogers for a make up assignment. The grade on these additional assignments will substitute for the participation grade for the missed class.

Unexcused Absences: Students are permitted one unexcused absence from class. For each additional unexcused absence, a student's final course grade will be reduced by 2%. If a student has more than 3 unexcused absences, a student will automatically fail the course.

Discussion Questions: POLS 4140 students must submit discussion questions for two of the seminar meetings, and POLS 5140 students must submit discussion questions for four seminar meetings. Discussion questions should be at least 1 page typed and submitted by Wednesday at 9am (prior to the class) by email to Professor Rogers. These questions should reflect critical assessments of each of the week's assigned readings, focusing on the theory, research design, and normative implications of the findings. [Worth 10 percent of participation grade]

In Class Article Presentation: Each student will present and lead discussion for a reading from the assigned readings. Possible readings to choose from are designated in the Course Reading list by an asterisk (*). It is strongly encouraged that students meet with Professor Rogers prior to their presentation to go over key points of the article. [Worth 20 percent of participation grade]. Presentations (roughly 10 minutes) should:
- Describe the main *themes* of the reading
- Explain what its *contributions* are to our understanding of legislative or electoral politics
- Provide specific *criticisms* of the study (e.g., its theoretical argument, hypotheses, evidence, analysis, etc.)
- Raise *questions* about specific theoretical or empirical issues that you did not understand
- Include a one page handout for fellow students.

2. Midterm exam (15% of the course grade)
The midterm exam will be an in-class essay that is open book and open note. Students will be given two prompts, and the student will write an essay response to one.

3. Research Project (35% of the course grade)
The research project will be a set of papers, presentations, and assignments on a topic of the student's choice in the study of party politics. The two main components of the research project will be "Literature Review" and "Research Design" papers. To strengthen these papers, there will be multiple assignments that lead to the final papers. The goal of the literature review is to survey the state of the literature on the topic or research question, analyze the strengths and weaknesses of existing work, and identify a research question that is either new or in the student's view has not yet been well addressed. The goal of the research design is to provide a detailed outline of how one would answer the research question. Any late assignment will be docked 5% for each 12 hours it is submitted late.

Research Project Components
➤ **Project Proposal:** 3 - 4 page proposal that outlines proposed topic or question. The purpose of this proposal is to serve as a starting document for a meeting with Professor Rogers and yourself to discuss your project. The proposal is due no later than January 30. After submitting the proposal, each student is required to meet with Professor Rogers by appointment by February 7 to discuss the proposal. Students are encouraged to submit proposals and set meetings earlier than January

30 to have more time before the Literature Review Draft due date. All research projects must be approved by Professor Rogers.[1] [2.5 percent of Research Project Grade]

➢ **Literature Review Draft:** Rough draft of Literature Review paper, designed to received feedback from Professor Rogers. For POLS 4140 students, this early draft should be between 7 and 13 pages and include at least five different scholarly sources. For POLS 5140 students, this draft should be between 10 and 15 pages and include at least 8 scholarly sources. This draft is due to Professor Rogers by February 28. [7.5 percent of Research Project Grade]

➢ **Literature Review Presentation:** A 10 minute in-class, presentation on their topic/question. There will then be 5 – 10 minutes of Q&A from the class. All presentations will be recorded.

    POLS 5140 students are also required to also present their projects in the Political Science Department Research Symposium on April 7. This grade from this presentation will be averaged with the grade given for the March 19 presentation. POLS 4140 students are encouraged to present in the symposium but are not required. A POLS 4140 student who participates in the symposium will have the option to have their symposium presentation grade averaged with either their "Article Presentation" grade or "Literature Review Presentation" to improve one of these latter grades. [7 percent of Research Project Grade]

➢ **Literature Review Presentation Reflection:** Student will review a video recording of their March 19 "Literature Review" presentation and write at least 350 words identifying what they thought they did well and where they could improve. Due on March 26. [2 percent of Research Project Grade]

➢ **Literature Review Peer Review:** Revised draft of literature review due to peer review group by March 24 to be peer reviewed by March 26. [2.5 percent of Research Project Grade]

➢ **Literature Review Paper:** Due on April 2. The expected final paper length for students enrolled in POLS 4140 is 12 – 15 pages, and the expected paper length for students enrolled in POLS 5140 is 15 – 20 pages. The end of the paper should include at least a 2 page outline of a research design proposal. [25 percent of Research Project Grade]

➢ **Research Design Presentation:** A 10 minute in-class, presentation that focuses on their research design. There will then be 5 – 10 minutes of Q&A from the class. All presentations will be recorded. [12.5 percent of Research Project Grade]. Presentations will be on April 16 or April 23.

➢ **Research Design Peer Review:** Draft of Research Design paper for peer review due to peer review group by April 28 to be peer reviewed on April 30. [2.5 percent of Research Project Grade]

➢ **Research Design Paper:** Research Design Paper due on May 4. The expected final paper length for students enrolled in POLS 4140 is 15 - 20 pages, and the expected paper length for students enrolled in POLS 5140 is 20 - 25 pages. Up to 40 percent of the paper can include material previously used in the literature review paper to outline existing literature and its shortcomings. [39 percent of Research Project Grade].

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[1] Students may build upon a previous research project from another course, but in accordance with university Academic Integrity guidelines, such an approach will require the permission of Professor Rogers, the previous instructor, and the submission of previously submitted papers/assignments to Professor Rogers. Professor Rogers will determine what portion of the previously written materials may be used in POLS 4140/5140 assignments.

4. <u>Final exam (25% of the course grade)</u>
   The final exam is cumulative and will be two take home essays. The exam is open book and note. At 9am on a date to be determined in consultation with the class (from May 5 – May 12), questions will be posted to Blackboard. If there is no agreed upon date, the exam will be posted on the official exam date: Thursday, May 7. Students are required to write essays responding to two questions. Students will have 24 hours to complete the essays. The completed exam must be emailed (in Microsoft Word or Adobe PDF formats) to Professor Rogers. The exam grade will be docked 1% for each hour the exam is submitted after 9am.

Summary of Key Dates
- January 30: Research Project Proposal Due
- February 7: Deadline to meet with Professor Rogers to discuss Research Project Proposal
- February 28: Literature Review Draft Due
- March 5: Midterm Exam
- March 19: Literature Review Presentation
- March 24: Literature Review Peer Review Draft due to Peer Review Group
- March 26: Literature Review Peer Reviews to Paper Authors & Literature Review Presentation Reflection Due
- April 2: Literature Review Paper Due
- April 7: Political Science Department Research Symposium
- April 16 & April 23: Research Design Presentations
- April 28: Research Design Peer Review Draft due to Peer Review Group
- April 30: Research Design Peer Reviews to Paper Authors
- May 4: Research Design Paper Due
- TBD: Final Exam

Grading Scale
When determining the final grade, the following grading scale will be used. I will round final grades.

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

When translating letter grades into numeric grades, the midpoint of the range will be used (e.g. A = 96.5%, A- = 91%, etc.)

Course Evaluations
Students are requested to fill out a course evaluation at the end of the course.

Course Schedule

Week 1 – January 16: Why Parties?
- Aldrich, John. *Why Parties:* Chapter 1 [22 pages]
- Downs, Anthony. *An Economic Theory of Democracy* (1957) Chapter 2 [14 pages]
- Madison, James; Federalist #10 [4 pages]
- Hofstadter, Richard. *The Idea of a Party System* (1970) p. 1-9, 49-54, 64-73 [23 pages]
- Schattschneider, E.E. *Party Government* (1942) p. 1-11, 65-98 [44 pages]
- APSA Responsible Parties Project – Conclusion and Summary [14 pages]

Total Pages: 141

❖ Questions to consider while reading
  o What are the three main theories of parties laid out by Aldrich (other than his own)? Consider how these theories connect to the other readings from this week.
  o For Downs, what is the main purpose of parties?
  o What general assumption about human nature do Downs and Madison make?
  o How can parties contribute to a system of checks and balances?
  o Is "modern democracy is unthinkable save in terms of the parties"? Why do we have a two-party system and why is it important?

Week 2 – January 23: Partisan Identification: Sociological & Psychological Approach
- Aldrich, John. *Why Parties:* Chapter 6, skim p. 176 – 201 [31 pages]
- Berelson, Bernard, et al. *Voting: A Study of Opinion Formation in a Presidential Campaign.* Chapters 1, 6, & 7. [76 pages]
- Campbell, Angus, et al. *The American Voter* (1960). Chapters 4, 6, & 7 [80 pages]
- Gerber, Huber, and Washington, "Party Affiliation, Partisanship, and Political Beliefs: A Field Experiment" *American Political Science Review* (November 2010)* [26 pages]
- Bawn, Kathleen, Marty Cohen, David Karol, Seth Masket, Hans Noel and John Zaller. 2012. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." Perspectives on Politics 10 (3): 571-597. [27 pages]
  o *Note, we may not get to this reading this week due to time, so take notes just in case*
- Suggested Reading
  o Green, D. P., B. Palmquist, and E. Schickler. *Partisan Hearts and Minds: Political Parties and the Social Identity of Voters* (2002). p. 1-51.
  o *Professor Rogers typically assigns this Green reading – and I encourage students to read it, as it provides a nice updated take on the Berelson and Cambpell approaches. Professor Rogers substituted in the Bawn reading here to prepare use for the next week on presidential nominations ~ which he presumed would be of interest to read before the Iowa Caucuses.*

Total Pages: 240

❖ Questions to consider while reading
  o When considering each the Berelson and Campbell studies…
    ▪ What were the research designs of the studies? What voters did they examine?
    ▪ How does one acquire their partisanship?
    ▪ How much do voters care about politics?
  o What are cross-pressures and why are they important?
  o What is the perceptual screen and why is it important?
  o For Bawn et. al, who are the important players in parties? Why are these players able to nominate candidates who are more extreme than the voters?

<u>Week 3 – January 30: Party Organizations and Presidential Nominations</u>
- **Research Project Proposal Due**
- Aldrich, John. *Why Parties* - Chapter 8: 266 – 292 [26 pages]
- Noel, Hans. "The activists decide: the preferences of party activists in the 2016 presidential nominations." *Journal of Elections, Public Opinion and Parties* (2018) [21 pages]
- Bartels, Larry "Candidate Choice and the Dynamics of the Presidential Nominating Process" *American Journal of Political Science* (1987).* [31 pages]
- Sides and Vavreck, Chapter 3 *The Gamble* (2013) [32 pages]
- Sides, Vavreck, and Tesler. Chapters 4 and 5. *Identity Crisis* (2016). [50 pages]

Total Pages: 160 pages

- ❖ Questions to consider while reading
  - How did the nominations of Romney support the argument of *The Party Decides*?
    - *The Party Decides is referred to in multiple of the readings from this week*
  - How does the argument of *The Activists Decide* differ from the *The Party Decides?*
  - Why do candidates care so much about the Iowa and New Hampshire primary?
  - What is the process of Discovery, Scrutiny, and Decline?
  - What was the relative importance of identity compared to the economy in the 2016 Republican nomination?

<u>Week 4 – February 6: Partisan Identification: Rational Choice Approach</u>
- **Research Project Proposal Meeting (by February 7)**
- Downs, Anthony. *An Economic Theory of Democracy* (1957). Ch 3 [18 pages]
- Fiorina, Morris. *Retrospective Voting in American National Elections* (1981). Chapters 1, 5. [36 pages]
- MacKuen, Michael, Robert Erikson; and James Stimson. "Macropartisanship." *American Political Science Review.* (1989)* [19 pages]
- Lupia, A. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* (1994) [14 pages]
- Lodge, Milton, and Ruth Hamill. "A Partisan Schema for Political Information Processing." *American Political Science Review* (1986) [16 pages]
- Suggested Reading
  - Popkin, Sam. *The Reasoning Voter* (1994) p. 1-6, 72-81, 91-95;
  - Kam, Cindy. "Who toes the party line? Cues, Values, and Individual Differences" *Political Behavior* (2005)

Total Pages: 103

- ❖ Questions to consider while reading
  - What are the key assumptions of rational choice theory?
  - What is the "expected party differential"?
  - How are Key and Downs different, according to Fiorina? How does Fiorina draw from each of these arguments for his own?
  - How can one's partisan identification be shaped by a "running tally?" How is this interpretation of partisan identification different than that provided by Berelson or Campbell (from Week 2)?
  - What role do "objective" perceptions of real-world events shape partisanship?
  - What cognitive shortcuts do voters take to simplify political decision-making?

<u>Week 5 – February 14: Partisanship and Policy Positions</u>
- Bartels, Larry. "Beyond the Running Tally: Partisan Bias in Political Perceptions" *Political Behavior.* (2002)* [35 pages]
- Barber, Michael and Jeremy Pope. "Does Party Trump Ideology? Disentangling Party and Ideology in America?" * [17 pages]
- Carsey, Thomas M., and Geoffery C. Layman. "Changing Sides or Changing Minds? Party Identification and Policy Preferences in the American Electorate." *American Journal of Political Science* (2006) [14 pages]
- Achen, Chris and Larry Bartels "Partisan Hearts and Spleens: Social Identities and Political Change," Chapter 9 in *Democracy for Realists* [34 pages]
- Fiorina, Morris. "Identities for Realists." *Critical Review* (2018). [9 pages]

Total Pages: 95 pages

- ❖ Questions to consider while reading
  - ○ How does one's partisanship potentially shape voters' perception of politics and acquisition of policy positions?
  - ○ How are awareness of partisan differences and issue salience important for whether issue positions affect partisan identification?
  - ○ What do Achen and Bartels mean when they state: "it appears that most people make their party choices based on who they are rather than on what they think"?

<u>Week 6 – February 21 – Partisan Voting and Polarization</u>
- Aldrich, John. *Why Parties* - Chapter 8: 255 – 266 (also revisit p. 176 – 184) [19 pages]
- Bartels, Larry "Partisanship and Voting Behavior, 1952-1996" *American Journal of Political Science* (2000) [17 pages]
- Jacboson, Gary. "It's nothing Personal: The Decline of the Incumbency Advantage in U.S. House Elections."* *The Journal of Politics* (2015) * [12 pages]
- McCarty, Chapters 2 & 4. [38 pages]
- Fiorina, Morris. *Culture War?* 2011. Excerpt. [8 pages]
- Hetherington, "Resurgent Mass Partisanship: The Role of Elite Polarization." *American Political Science Review* (2001)* [14 pages]
- Iyengar, Shanto, Gaurav Sood, and Yphtach Lelkes. "Affect, Not Ideology: A Social Identity Perspective on Polarization." *The Public Opinion Quarterly* (2012) [28 pages]

Total Pages: 136

- ❖ Questions to consider while reading
  - ○ What is the "decline of parties" thesis? How has the relationship between partisanship and voting behavior changed over time?
  - ○ When studying polarization, why is it important to distinguish between the polarization of elites and polarization of the electorate?
  - ○ What is sorting? What evidence does Hetherington provide for sorting?
  - ○ What is affective polarization? What evidence does Iyegar, Sood, and Lelkes provide for their being affective polarization?

<u>Week 7 – February 28 – Review and Catch Up</u>
- **Literature Review Draft Due**
- Fowler, Anthony. "Partisan Intoxication or Policy Voting?" *Quarterly Journal of Political Science* (forthcoming). [48 pages]
- "Sobering Up after "Partisan Intoxication or Policy Voting?" *Quarterly Journal of Political Science* (forthcoming). [34 pages]

Total Pages: 82 pages.

Week 8 – March 5 – Midterm Exam

Week 9 – March 12 – Spring Break

Week 10 – March 19 – Literature Review Presentations

Week 11 – March 26 – Literature Review – Peer Reviews
- **Drafts of Literature Reviews due to Peer Review Group by 9am on March 24**
- **Peer Reviews due to Authors by 4:15pm on March 26**

Week 12 – April 2 – Preferences or Party Effects
- **Literature Review Papers Due**
- Krehbiel, Keith. *Pivotal Politics* (1997): Chapters 1 - 2. [45 pages]
- Krehbiel, Keith "Where's the Party" *British Journal of Political Science* (2003) [33 pages]
- Ansolabehere et al. "The Effects of Party and Preferences on Roll-Call Voting." *Legislative Studies Quarterly* (2001). *[41 pages]
- Carson, Koger, Lebo and Young, "The Electoral Costs of Party Loyalty in Congress," *American Journal of Political Science* (2010) * [19 pages]
- Suggested Reading:
    - Fenno, Richard. *Congressmen in Committees* (1973) pp. Prologue & Ch. 1
Total Pages: 138
- ❖ Questions to consider while reading
    - How does "Pivotal Politics" help explain a president's "honeymoon period?"
    - What point is Krehbiel trying to make with Figure 1 in "Where's the Party?"
    - What is the challenge Ansolabahere is responding to from Krehbiel? How does the NPAT survey help address this challenge?
    - Are there electoral consequences for Member of Congress for voting with their political party?

April 7 – Political Science Department Research Symposium

Week 13 – April 9 – Easter Break

Week 14 – April 16 – Conditional Party Government
- Research Design Presentations – Part 1
- Aldrich, John. "Why Parties," Chapter 7 [52 pages]
- Rhode, David. *Parties and Leaders in the Postreform House* (1991). Chapters 1, 2, & p. 162 – 179 [51 pages]
- Sinclair, Barbara. The Emergence of Strong Leadership in the 1980s House of Representatives. *Journal of Politics* (1992)* [28 pages]
Total Pages: 131
- ❖ Questions to consider while reading
    - How have institutional reforms (i.e. changes in House rules) been critical for varying levels of party strength?
    - What are the conditions for "conditional party government?"
    - What problems does Aldrich have with Krehbiel's argument?
    - What are the costs and benefits of sacrificing power to the party leadership so important for conditional party government?

<u>Week 15 – April 23 – Cartel Theory and Party Influence</u>
- Research Design Presentations – Part 2
- Cox & McCubbins. *Setting the Agenda* (2005). Chapters 1 - 3 & 5 [70 pages]
- Mayhew, David. *Divided We Govern* (2005). Chapters 3 & 4 [64 pages]
- Binder, Sarah. "The Dynamics of Legislative Gridlock, 1947-96" *American Political Science Review (1999)* [19 pages]
    - *Recall the Binder-Mayhew debate was covered in sections of POLS 1150 or 2000 taught by Rogers*

Total Pages: 153
- ❖ Questions to consider while reading
    - What is negative agenda power?
    - What is the first commandment of party leadership?
    - How do Mayhew and Binder's findings differ? How is measurement partly responsible for this difference?

<u>Week 16 - April 30 – Polarization in Congress and Catch Up</u>
- **Drafts of Research Design Papers due to Peer Review Group by April 28**
- **Peer Reviews due to paper authors by April 30**
- McCarty, Chapter 3, 5 - 8 [126 Pages]
- Research Design Peer Review

Total Pages: 126
- Questions to consider while reading
    - What are the causes of legislative polarization?
    - What evidence is there that gerrymandering or redistricting is responsible for polarization?
    - What are the consequences for legislative policymaking if Members of Congress are polarized?

<u>Saint Louis University Syllabi Statements</u>

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the Office of the General Counsel.

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved,

information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Academic Integrity
Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Student Success Center
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the Student Success Center to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services
Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the Student Success Center or call the Student Success Center at 314-977-3484.

Basic Needs Security
Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.