

American Government (POL SC 1100)
Spring 2019
Mondays, Wednesdays, and Fridays, 2-2:50pm
102 Naka Hall

Jake Haselswerdt, PhD

Assistant Professor

Department of Political Science & Truman School of Public Affairs

Office: 301 Professional Building

Office hours: Tuesday, 2-4pm, and by appointment

Email (preferred): haselswerdtj@missouri.edu

Phone: 573-882-7873

Syllabus updated February 15, 2019

Teaching Assistants

Hyojong Ahn

Email: haqd4@mail.missouri.edu

Office: 315 Professional Building

Office hours: Monday, 10:30am-1:30pm;

Tuesday, 12:30pm-3:30pm

Dongjin Kwak

Email: dkwak@mail.missouri.edu

Office: 207 Professional Building

Office hours: Monday & Wednesday,

10am-1pm

Course Overview & Goals

This course offers an introduction to American politics and government from a political science perspective. While the course should increase your factual civic knowledge of American institutions, it is about more than that. Political science seeks to move beyond civic knowledge, to question and analyze the people, groups, events, institutions, policies, ideas, etc that we observe. Sometimes, our questions are *empirical*, meaning they deal with what *is*: Do Members of Congress support the policies their constituents want? Do political campaigns affect voters' decisions? Sometimes, they are *normative*, meaning they deal with what *should be*: Is the U.S. Senate harmful to democracy because Wyoming has the same number of senators as California? Should the Constitution be amended so Supreme Court Justices no longer serve for life? In this course, we will consider both types of questions.

The success of democratic governments depends in part on the capacity of their citizens to hold them accountable. The goal of the course is for students to become better informed, more thoughtful, more skeptical, and more critical citizens.

Assessment & Grades

Learning will be assessed and grades assigned based on three exams and a series of online textbook reading quizzes via the W.W. Norton "Inquizitive" system. See "Course Policies" for more on grading policies.

Exams 60% (20% each)

Each of the equally weighted exams will cover all of the course material (textbook readings, additional readings, lecture, and any current events topics that come up in class) for about one-third of the course. The second and third exams will *not* be cumulative. Each exam will take place in class (on February 22, April 5, and May 8) and must be completed within the class period unless you have an accommodation from the Disability Center (see Course Policies, Students with Disabilities) or you have a legitimate family or medical emergency that you have communicated to me in advance (see Course Policies, Make-Up Exams and Extensions).

Inquizitive 40%

The publisher of the textbook, W.W. Norton, has developed Inquizitive as a companion to many of its textbooks, including ours (see <https://books.wwnorton.com/books/inquizitive/overview/> for an introduction). For each chapter of the textbook that is assigned, you will find a link to an Inquizitive quiz in the appropriate module on Canvas (note that is formatted for tablets and smartphones as well as computers - use whatever is most convenient for you). You can access Inquizitive for free using the code in your textbook or purchase stand-alone access for \$20. Inquizitive is a bit more interesting than a straight online quiz because it incorporates game-like elements, including the ability to "wager" different amounts of points based on how confident you are that you will get the answer right.

My goal in incorporating Inquizitive is not just assessment - it should help you keep up with the reading and identify the key points and concepts in the textbook chapters.

Inquizitive quizzes are due before class begins on the topic in question. For most weeks, only one chapter from the textbook ("WTP") is assigned, and the Inquizitive quiz for that chapter must be completed before class begins at 2pm on Monday. In weeks where two WTP chapters are assigned, the quiz for the first chapter listed will be due 2pm on Monday, while the quiz for

the second chapter listed will be due 2pm on Wednesday. These due dates are reflected in the Canvas links.

Inquizitive grades will automatically show up in Canvas. You may submit a quiz later in the week, but Canvas will apply an automatic 20% deduction per day. The "grades accepted until" date on Inquizitive reflects that your score will go to 0% on the sixth day - do not mistake it for the due date for full credit, which is reflected in the Canvas link.

The three lowest Inquizitive grades will be dropped. The "How to Use Inquizitive," "How to Read Charts and Graphs," and Chapter 1 Inquizitive quizzes will not count toward your grade.

Grading Scale

Final letter grades will be decided based on the following cut points:

<u>Final percentage</u>	<u>Letter grade</u>
94.0 - 100.0	A
90.0 - <94.0	A-
87.0 - <90.0	B+
84.0 - <87.0	B
80.0 - <84.0	B-
77.0 - <80.0	C+
74.0 - <77.0	C
70.0 - <74.0	C-
67.0 - <70.0	D+
64.0 - <67.0	D
61.0 - <64.0	D-
Below 61	F

Please note that there will be no rounding up of grades.

Course Policies

Classroom Conduct

I expect everyone to be respectful and attentive in class. All phones, laptops and other electronic devices should be turned off and put away, unless you have worked out an accommodation with the MU Disability Center (see below). (The research on electronic devices in the classroom is pretty definitive: they are harmful to learning except in specific circumstances of students with disabilities. See education expert Susan Dynarki's column in the *New York Times*: <https://>

www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html) Do not put your head down on the desk or sleep in class, as this is rude and distracting. Unauthorized phone or computer use, sleeping, talking to other students, or otherwise disrupting the class may result in deductions to your grade.

While this is a large class with well over 200 students, I still look forward to engaging with students in the classroom, particularly to discuss current events. You should always feel free to raise your hand to ask an on-topic question during lecture.

Canvas & Email

Canvas will be crucial to this course, since you will use it to access the e-reader and Inquizitive (see "Assessment & Grades" and "Required Texts & Assigned Readings"). It's also the way that the teaching assistants and I will share important materials with you, communicate with you, and post any updates to the syllabus. Canvas messages are passed on to your university email address, so you should check your university email regularly.

Please note that I will post my lecture slides on Canvas at the end of each week. You should not feel as though you need to scribble down all of the information on each slide.

Office Hours

Office hours are an opportunity to meet with me and/or the TAs and discuss the course. If the listed office hours don't work for your schedule, please send me an email to set up an appointment at a different time. Please understand that due to the size of this course and other demands on my time, if you try to schedule an appointment with me outside of my office hours, I may ask you to contact one of the TAs to set up an appointment with them instead (subject to their schedule - they are busy too). It's always fine to request a meeting with me, and I will accommodate you if I can, but it won't always be possible within a short time frame. Both of our TAs have past experience with this course, so chances are they can help you out.

Since office hours are a finite resource, I encourage you to think in advance about using the time in a way that is most valuable to you. I recommend coming with some specific questions in mind for me or the TAs.

Grade Disputes

If you feel a grade you have received is *unfair* for a reason that you can articulate, please email me with a written explanation of why you believe this to be the case. A two-line email does not qualify - you must make a convincing case in a professional and respectful manner. I will

reevaluate the work and decide if a grade change is warranted. Note that I may revise your grade downward!

If a grade that you have received makes you *unhappy*, but you cannot articulate a reason why it is unfair (or you do not wish to dispute the grade), I advise you to come talk about it during office hours or at some other time by appointment, either with me or one of the TAs. We can discuss ways to improve your performance. It's better to handle it this way rather than keep your frustration to yourself.

Please see the "Assessments & Grades" section for the grading scale. Note that there is no rounding up in this scale, so please do not contact me about this.

Make-Up Exams and Extensions

Family & medical emergencies are the only circumstances under which I will consider make-up exams or extensions on Inquizitive quizzes. You must inform me of such circumstances *in advance* if it is at all possible. I reserve the right to request any documentation I feel is reasonable and appropriate. If I do grant you a make-up exam, please note that it will be different from the exam offered in class and may include essay questions.

The same policy will apply to extensions on Inquizitive quizzes.

Academic Integrity

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. Please visit <https://osrr.missouri.edu/guidelines/index.html> to familiarize yourself with your obligations related to academic integrity and conduct as a student enrolled at the University of Missouri.

Students with Disabilities

If you require disability-related accommodations for this course (for example, a note taker, extended time on exams, captioning, use of a laptop or other device), please establish an

accommodation plan with the [MU Disability Center](#), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. I defer all decisions on these sorts of accommodations to the experts at the Disability Center - do not make these requests of me directly. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the [Office of Students Rights and Responsibilities](#); the [MU Equity Office](#), or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.

Recordings of Class (University Policy)

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Required Texts & Assigned Readings

There are two required texts for this course. The first (*We the People*, 12th edition) is available in loose-leaf format from the campus bookstore, though you can purchase it however you wish (please make sure you do not purchase the smaller "core" edition, as that excludes several assigned chapters). I chose the loose-leaf format because it is the least expensive - I regret that the cheapest option of all, the e-book, is not yet available, since this is a brand-new edition incorporating information from the 2018 midterm elections. This is a textbook, meaning it

provides factual and conceptual overviews of a different topic in each chapter.

The second text is an e-reader edited and partially written by the faculty of the Political Science department. The reader acts as a compliment to the textbook. Its primary goal is not to give an overview, but to present perspectives and arguments on the course topics from scholars and, occasionally, political figures themselves, and to go into greater depth on more specific topics. It is provided through Mizzou's AutoAccess program (<https://www.themizzoustore.com/t-autoaccess.aspx>) It will be available via Canvas, in the appropriate module. Please note that the Mizzou Store will bill your student account automatically. See below for more information about billing and opting out.

Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, Caroline J. Tolbert, and Andrea L.

Campbell. 2019. *We the People: An Introduction to American Politics, 12th Edition*. W.W. Norton. (“WTP”)

William T. Horner, Editor. 2016. *Readings in American Politics, University of Missouri*. W.W. Norton. (“Reader”)

You can view the assigned readings for each week in the "Schedule" section. Note that you will have to complete the *We the People* (“WTP”) readings in order to complete the Inquizitive quizzes (see "Assessment & Grades"). Since those quizzes are mostly due on Monday (occasionally on Wednesday), and since the WTP chapters lay the groundwork for the week, I recommend that you tackle them first before moving on to the other readings.

The schedule contains some readings that are not part of the textbook or the reader. Most of these are freely available at the links provided. Others will be provided on Canvas as noted. Most of these outside readings, like those from the reader, present the author's perspective, arguments, or research findings.

Lastly, while this is not an assigned text per se, you must keep up with current events to succeed in this course. That means reading a major national newspaper (e.g., *The New York Times*, *the Washington Post*, *the Wall Street Journal*) on a daily basis. Please note that current events that come up in class are fair game for exam questions!

Information on AutoAccess program at Mizzou

This course is part of the AutoAccess program designed to reduce the cost of course materials for students. You will be able to access the digital content for this course through Canvas on the **first**

day of class automatically.

Your student account will be charged for the cost of the digital course materials. We have helped save students over \$10 million during the last five years by providing digital content through this program.

Through this program, the lowest cost content has been sourced compared to competitive market rates. If you choose to opt out of the digital content, you have until **Feb 5, 2019** to opt out to receive a refund.

You will receive a welcome email from The Mizzou Store, so please watch your inbox. The AutoAccess welcome email will provide course, content cost, opt out deadline and process.

If you have any questions please contact The Mizzou Store via phone at 573-882-7611 or email at autoaccess@missouri.edu.

Schedule

Week 1: Jan 23 & 25

Introduction

What is American Politics About?

Readings:

- WTP chapter 1
- Reader chapter 1:
 - John Locke. "Of the State of Nature." (From *Second Treatise on Government*.)
- Reader chapter 7:
 - Martin Luther King. April 16, 1963. "Letter from Birmingham Jail" or https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Week 2: Jan 28 & 30, Feb 1

The Founding and the Constitution

Readings:

- WTP chapter 2
- James Madison. *Federalist* 51. (Freely available many places, including http://avalon.law.yale.edu/18th_century/fed51.asp)
- Reader chapter 2:
 - Jay Dow. "The Federalist and Anti-Federalist Debates."
 - Brutus. *Anti-Federalist* III.

- Justin Dyer. "Slavery and the U.S. Constitution

January 30 class canceled due to weather - Constitution unit continues into following week

Week 3: Feb 4, 6, & 8

Federalism and the States

Readings:

- WTP chapter 3
- Reader chapter 2:
 - Justin Dyer. "Introduction to *Guide to the Missouri Constitution*."
 - Marvin Overby. "Comparing and Contrasting the U.S. and Missouri Constitutions."
- Reader chapter 3
 - *McCulloch v. Maryland*

Week 4: Feb 11, 13, & 15

Congress

Readings:

- WTP chapter 12
- Reader chapter 6:
 - David Mayhew. *Congress: The Electoral Connection*. (Excerpt)
 - Carl Hulse. "Behind the Noisy Clashes, 2 Chambers that Don't Understand Each Other."

Week 5: Feb 18, 20, & 22

Finishing up on Congress after snow delays

Review session

First Exam Feb 22

Week 6: Feb 25 & 27, Mar 1

Presidency (moved from previous week)

Readings:

- WTP chapter 13 (Inquizitive deadline now Feb 25)
- Jim Newell. January 9, 2019. "The Shutdown to End All Shutdowns." *Slate*: <https://slate.com/news-and-politics/2019/01/prevent-government-shutdowns.html>
- Reader chapter 6:
 - Richard Neustadt. "The Power to Persuade."

Courts

Readings:

- WTP chapter 15 (Inquisitive deadline now Feb 27)
- Alexander Hamilton. *Federalist* 78. (Freely available many places, including here: http://avalon.law.yale.edu/18th_century/fed78.asp)
- David Scharfenberg. July 27, 2018. "Can the Supreme Court be Saved?" *Boston Globe*: <https://www.bostonglobe.com/ideas/2018/07/27/can-supreme-court-saved/wr4JoDOnlMsrT1wjQ4tTRN/story.html>

Week 7: Mar 4, 6, & 8

Bureaucracy

Readings:

- WTP chapter 14
- Reader chapter 6:
 - James Q. Wilson. "Bureaucracy and the Public Interest."

Week 8: Mar 11, 13, & 15

Public Opinion

Readings:

- WTP chapter 6
- Adam M. Enders and Jamil S. Scott. January 15, 2018. "White Racial Resentment Has Been Gaining Political Power for Decades." *Washington Post* Monkey Cage blog: https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/15/white-racial-resentment-has-been-gaining-political-power-for-decades/?noredirect=on&utm_term=.30bf5d725032
- Sean Kates, Jonathan M. Ladd, and Joshua Tucker. October 24, 2018. "Should You Worry About American Democracy? Here's What Our New Poll Finds." *Washington Post* Monkey Cage blog: https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/24/should-you-worry-about-american-democracy-heres-what-our-new-poll-finds/?utm_term=.f711dcc65e15

Week 9: Mar 18, 20, & 22

Participation, Voting & Elections

Readings:

- WTP chapter 8
- German Lopez. November 7, 2018. "Voter Suppression Really May Have Made the Difference for Republicans in Georgia." *Vox*: <https://www.vox.com/policy-and-politics/2018/11/7/18071438/midterm-election-results-voting-rights-georgia-florida>

- Reader chapter 4
 - Jay Dow. “The Single-Member District System.”
- Reader chapter 7
 - *Shelby County AL v. Holder*

Week 10: Spring Break Mar 25-29

Week 11: Apr 1, 3 & 5

Civil Rights

Readings:

- WTP chapter 5
- Dewey M. Clayton. August 13, 2018. “What Black Lives Matter Can Learn from the 1960s Struggle for Civil Rights.” London School of Economics U.S. Centre blog: <http://blogs.lse.ac.uk/usappblog/2018/08/13/what-black-lives-matter-can-learn-from-the-1960s-struggle-for-civil-rights/>
- Reader chapter 7
 - James W. Endersby and Bill Horner. *Lloyd Gaines and the Fight to End Segregation* (excerpt).

Second exam Apr 5

Week 12: Apr 8, 10, & 12

Media

Civil Liberties

Readings:

- WTP chapters 4 & 7
- Evan Osnos. September 17, 2018. “Can Mark Zuckerberg Fix Facebook Before it Breaks Democracy?” *The New Yorker*: <https://www.newyorker.com/magazine/2018/09/17/can-mark-zuckerberg-fix-facebook-before-it-breaks-democracy>
- Reader chapter 7
 - Justin Dyer. “Natural Rights.”
 - Justin Dyer. “Unenumerated Rights.”
 - *Griswold v. Connecticut*

Week 13: Apr 15, 17, & 19

Parties

Interest groups

Readings:

- WTP chapters 9 & 11
- James Madison. *Federalist* 10. (Freely available many places, including here: http://avalon.law.yale.edu/18th_century/fed10.asp)
- Alec Tyson. September 24, 2018. “Views of Mueller’s Investigation - And Trump’s Handling of the Probe - Turn More Partisan.” Pew Research Center: <http://www.pewresearch.org/fact-tank/2018/09/24/views-of-muellers-investigation-and-trumps-handling-of-the-probe-turn-more-partisan/>
- Reader Chapter 5
 - E.E. Schattschneider. “The Scope and Bias of the Pressure System.” (From *The Semisovereign People*.)

Week 14: Apr 22, 24, & 26

Economic & Regulatory Policy

Readings:

- WTP chapter 16
- Sarah Binder and Mark Spindel. February 14, 2017. “Janet L. Yellen Will Go to Congress Today. This is What She’ll Face.” *Washington Post* Monkey Cage blog: https://www.washingtonpost.com/news/monkey-cage/wp/2017/02/14/janet-l-yellen-will-go-to-congress-today-this-is-what-shell-face/?utm_term=.6e127ad51d09
- Reader chapter 8
 - Roger Lowenstein. “The Immigration Equation.”

Week 15: Apr 29, May 1 & 3

Social Policy

Readings:

- WTP chapter 17
- Eric Patashnik and Jonathan Oberlander. June 13, 2018. “Republicans are Still Trying to Repeal Obamacare. Here’s Why they are Not Likely to Succeed.” *Washington Post* Monkey Cage blog: https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/13/republicans-are-still-trying-to-repeal-obamacare-heres-why-they-are-not-likely-to-succeed/?utm_term=.e91930105e27
- Jamila Michener and Julilly Kohler-Hausmann. June 28, 2017. “Why We Shouldn’t Drug Test Poor People.” *New York Times*: <https://www.nytimes.com/2017/06/28/opinion/drug-test-poor-medicaid-walker-trump.html?smid=tw-share>
- Ian Tuttle. August 24, 2016. “The Great Ignored Agenda.” *National Review*: <https://www.nationalreview.com/2016/08/paul-ryan-better-way-policy-agenda-republican->

[solutions-congress/](#)

Week 16: May 6 & 8

Foreign Policy and War

Readings:

- WTP chapter 18
- Julian Borger. December 13, 2018. "Senate Votes to End U.S. Military Support for Saudis in Yemen." *The Guardian*: <https://www.theguardian.com/us-news/2018/dec/13/senate-yemen-saudis-trump-resolution>
- Reader chapter 6
 - Alberto R. Coll. "The U.S. Congress Must Authorize Major Wars."
 - John Yoo. "U.S. Presidents Don't Need Congress' Approval to Go to War."

Third Exam May 8