

**POLI 10D:
INTRODUCTION TO AMERICAN (U.S.)
Lectures MW 1-1:50 Robinson Auditorium**

Note: minor changes may be made to this syllabus throughout the quarter. You are responsible for any changes mentioned in class, even if you are absent. Changes will also be posted on TED.

Peter Galderisi

Office Hours: SSB 449 Thursday, 12-2 (Th 2-4 for non class hours)

Email: For *class related* questions—use the message (not email) facility in TED for this course

For *other, non course related questions:* pgalderisi@ucsd.edu

--please feel free to message me with questions/concerns at any time. I will check them at least every *early* evening (and usually throughout the day), except Saturdays (my one day with my wife).

TA Assignments:

TA	Office	Hours	Sections
Nazita Lajevardi	SSB 341	TH 10-12	A04 Th 9-9:50 MANDEVILLE B-104 A05 Th 2-2:50 MANDEVILLE B-104
Skyler Roth	SSB 352	TH 1-3	A02 W 2-2:50 APM 2301 A07 F 10-10:50 HSS 2150
Mona Vakilifathi	SSB 448	M 11-1	A01 F 2-2:50 YORK 3000A A08 F 1-1:50 YORK 3000A

COURSE OVERVIEW

Concentrating on the different formal and informal channels through which the American public can influence the decision-making process (and in turn be influenced by it), we will study the major governmental institutions' ability to represent the needs and demands of an increasingly varied constituency. We will emphasize that processes and outcomes are not always predictably related, or, in the least, are not related in ways that we would have preferred. Democratic processes, for example, do not always give us the outcomes we desire--a fact not lost on the Framers of the U.S. Constitution (or the current electorate).

Throughout the course we will attempt to integrate our knowledge of political processes and outcomes into an analysis of current political events. Politics and government, however, cannot be competently understood at one point in time. Since we must know where we have been to understand where we are going, we will also review the major changes that have transformed the U.S. political universe from its humble Constitutional beginnings into its present complicated, adversarial and polarized state. We will also come to understand that much of what is in evidence today is a continuation of our past. Battles between nationalists and states rights advocates, a lack of trust in government, questions about electoral outcomes, and consternation over Supreme Court decisions have always been part of U.S. political culture.

COURSE OBJECTIVES

1. To learn to think
2. To learn to think about U.S. politics
3. To learn to organize and articulate those thoughts
4. To learn that politics, just like life generally, is complex with few easy answers or solutions (for those, you can turn to cable news)

CLASS FORMAT

Most of the class time will be taken up by my lectures (a necessary function of the class size and the fact that, this quarter, we lose two lecture days). Discussion sessions will allow for (and will be formatted to accommodate) more open discussion. Students can, of course, raise their hands to ask a question at any time during the lecture. Please understand, however, that given the number of students in the class, I may have to limit how many questions I entertain (particularly from any one or two persons). Particularly, I will not allow the class to turn into an ongoing debate about any particular current politician, election, local issue, court decision, corporate bonuses, etc. Please contact me during office hours or by email if you have questions that could not be answered during class.

REQUIREMENTS

1a. One text, available at the campus bookstore, is required for this course: *The Logic of American Politics* (6th ed.) by Kernell, Jacobson, Kousser and Vavrick, available at the campus bookstore.

1b. You will also need to purchase a reader from University Readers that will contain several lengthy essays to be reviewed for section discussion. Please keep in mind that our institution adheres to copyright law, so any copyrighted material should not be copied or duplicated in any manner.

To purchase the reader, please follow the following steps:

Step 1: Log on to <https://students.universityreaders.com/store/>.

Step 2: Create an account or log in if you have an existing account to purchase.

Step 3: Easy-to-follow instructions guide you through the rest of the ordering process. Payment can be made by all major credit cards.

Step 4: After purchasing, you can access your FREE 30% PDF by logging into your account and clicking My Digital Materials to get started on your readings right away.

If you experience any difficulties, please email orders@cognella.com or call 800.200.3908 ext. 503.

1c. In addition, several other essays, court cases, commentaries, etc. of various lengths will be required and will be available online directly or through the UCSD library server (access on campus or at home through a proxy server—these will be marked with an *). The TAs will explain this process during sections the first week.

1d. I will also post occasional 'thought' pages to help with organizing the readings or focus on a handful of topics. My hope is that these will get you to think beyond the course material. The first two "discussions" are attached to this syllabus as is an outline for what to concentrate on in the text.

All readings serve as background to the lectures and discussions. Readings should therefore be completed in advance of the corresponding class lectures and section discussions.

2. Lectures will run in a logical sequence. Missing the first lecture of a sequence will often lead to confusion later on. **Attendance is therefore extremely important.** If you can't make it on time, on a regular basis, **please** drop the class. Class time is for lecture, discussion, taking notes, and learning about the course material. It is not for reading newspapers, surfing the web, catching up on sleep, studying for other exams, answering cell phones*, or talking with your classmates. Not only is such behavior rude, it tends to distract other members of the class, thereby making it more difficult for them to learn. It will also **not be tolerated**. Please respect the lecturer and your fellow students. All of us are trying to concentrate on the material. I will be especially ticked off if I notice anyone using their laptops or phones for other than taking notes. Several law schools (believe it or not) have been forced to place internet blockers in their classrooms. Please don't force us to begin that policy.

* Please notify the professor if an exception, due to a potential emergency situation, must be made.

3. Discussion section—each of you has been assigned a time and place to meet for discussions led by your TA. These **are not** optional. Attendance will be taken and 1 point will be deducted for missing each section for other than an excused absence as defined by university policy.

4. Exams, Assignments, Grading:

a. Midterm: in sections, Week 5 (25% of total)—short essays (format to be discussed in class)

b. A short, 3-5 page take-home essay due by the **beginning** of class, Wednesday, February 18, through the TurnItIn facility on TED (25% of total). The topic for that assignment will be posted by Wednesday, February 11. Because this is a take-home, we will expect a more polished performance than we expect for an in-class essay. Late assignments will not be accepted without penalty (10% after the beginning of class, 10% the next day, 10% each additional day).

c. Final: Friday, March 20, 11:30-2:29 (NOT my idea) room TBA (40% of total)—short essays covering second half of class, one final, cumulative essay. **No early final** will be given so please adjust your travel accordingly. If you cannot make this date, please drop this class.

d. Section attendance and participation (10% of total)

FINAL GRADE DISTRIBUTION:

A few A+ grades will be also be given to the top students in class and sections.

A	>=94	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	below 60

POLICY ON CHEATING AND PLAGIARISM

The death penalty--no exceptions! The current U.S. Supreme Court will back me up on this. Enough said.

PLAGIARISM:

Plagiarism is the intentional use of another's words (by direct transcription) or ideas (by paraphrasing) without attribution. University prohibitions against plagiarism are rather clear. If you are not sure about the meaning of plagiarism, please ask me to clarify or go to the link below.

CHEATING:

Failure--no exceptions. "Cheating" includes working together on the midterm or final exam questions. You can help each other with general questions about basic concepts, facts, readings, lectures, citation style, etc. In fact, I strongly suggest you do so on a regular basis. On the other hand, collaborating on the final essay or paper themselves, either in preparation or final production, is strictly forbidden. If you are not sure about the distinction, please ask me to clarify.

Further information on violations of university academic integrity codes can be found at:

<http://students.ucsd.edu/academics/academic-integrity/consequences.html>

POLICY ON WHINING

See “policy on cheating and plagiarism.”

ROLE OF THE PROFESSOR AND THE TEACHING ASSISTANTS

The professor is responsible for course organization, lectures, oversight of the grading process, and assignment of final grades. General questions about course material, concepts, lectures, and why PAC 12 football is always underrated should be directed to the professor. The teaching assistants are mainly responsible for overseeing discussion sections, grading, preparing for and reviewing exams with students, and assisting with class logistics.

A NOTE ON GRADING:

Any request for a grade review must be made to your TA in writing (typed) with a full explanation of why you are requesting the review *no sooner* than 24 hours after the midterm or take home assignment is returned, and *no later* than one week after. An appeal of that review can be made to the professor. Note that any review may result in a higher or lower grade (or no change).

REQUESTS FOR MAKE UPS, ETC.

Make ups or extensions on due dates can only be granted if you have and can document a legitimate, university approved reason. These include university sponsored travel, deaths in family, illnesses, etc. Again, university rules require that I have documentation for this. We'll discuss bureaucracies later in class.

Incompletes can only be given to those with a valid, certified reason, and passable work *before* the final. Neither I nor the TAs have any discretion on this.

CLASS WEB PAGE

Changes to this syllabus, as well as any review guides, assignments, section discussion questions, emails, or date changes will be posted on the class web page (TED). Please check it on a daily basis. Your TAs will review its use in section this week.

SCHEDULE:

I never give *exact* dates for each topic or reading (more on that in class). I will let you know where you need to be at the end of each class. The following is meant as a general, weekly guideline. More detailed descriptions of what will be discussed in section will be posted on the class TED page as the class progresses. An * denotes that you can only access the essay on campus or at home through a proxy server. Entries without an * can be directly accessed online.

Week 1 Introduction: Democracy, Representation and Power

Kernell, Jacobson, Kousser and Vavrick (KJKV), Chapter 1, Chapter 15 (review briefly; all concepts will be covered as the class progresses)

Get ahead—start week 2 readings

Discussion section: Class logistics and the prisoner's dilemma

Week 2 The Constitutional Rules of the Game

KJKV, Chapter 2

the U.S. Constitution (Appendix in KJKV) Federalist #51 (Appendix)

Daniel Lazare, "The Frozen Republic" selections (University Reader)

*Martin Diamond (1959), "Democracy and the Federalist" *The American Political Science Review*

<http://www.jstor.org/stable/pdfplus/1951730>

Discussion section: The Constitution as instrument of democracy or risk aversion

Week 3 The Changing Constitutional Regime: the Nationalization of Power

A: KJKV, Chapter 9, Chapter 4, section on *Brown v. Bd.* only

Brown v. Bd. of Education (1954) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0347_0483_ZO.html

B: Federalism and the changing landscape of the distribution of power

KJKV, Chapter 3

Federalist #10 (Appendix)

McCulloch v. Maryland (1819) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0017_0316_ZO.html

Gibbons v. Ogden (1824) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0022_0001_ZO.html

U.S. v Lopez (1995)

<http://www.law.cornell.edu/supct/search/display.html?terms=lopez&url=/supct/html/93-1260.ZS.html> ***

Discussion section: the national sovereignty/states rights balance

Week 4 The Right to Participate - Civil Liberties and Rights

KJKV, Chapter 4, Chapter 5

Griswold v. Connecticut (1965) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0381_0479_ZO.html

Texas v. Johnson (1989) http://www.law.cornell.edu/supct/html/historics/USSC_CR_0491_0397_ZS.html

Discussion section: exam review

***Contemporary (1960s on) court cases can run over 100 pages. Skim through the material. Make sure you read the summary (syllabus), major opinion and at least one dissenting opinion.

**MIDTERM—in sections, WEEK 5 covering Weeks 1-4
(please bring blue exam books)**

Week 5 Introduction to Participation, Public Opinion and the Electoral Process

KJKV, Chapter 10, Chapter 11 (491-501)

Geoffrey Baym, "John Stewart, Brian Williams, and Ted Koppel's Giant Head" (UR) Stephen Wayne, "Popular Base of American Electoral Politics" (UR)

*Michael McDonald (2008), "The return of the voter" (*the Forum*) (go to 'Full Text PDF')

http://www.degruyter.com/view/j/for.2009.6.4_20120105083454/for.2009.6.4/for.2009.6.4.1278/for.2009.6.4.1278.xml?format=INT

Keeter and Tyson (2008), "Young voters in the 2008 election" (Pew Research Center)

<http://pewresearch.org/pubs/1031/young-voters-in-the-2008-election>

*Michael McDonald (2010), "Voter turnout in the 2010 midterm elections" (*the Forum*) (go to 'Full Text PDF')

http://www.degruyter.com/view/j/for.2011.8.4_20120105083457/for.2011.8.4/for.2011.8.4.1406/for.2011.8.4.1406.xml?format=INT

*an essay or two on 2012 and 2014 will be added

Discussion section: Low turnout and U.S. elections--who votes and why

Weeks 6-7 Parties and the Electoral Process

KJKV, Chapter 12, Chapter 14 (skim), Chapter 11 (remainder)

Michael Nelson, "The Nominations" (UR)

James Fallows (2008), "Rhetorical questions" (*Atlantic Monthly Online*)

<http://www.theatlantic.com/doc/200809/fallows-debates>

Discussion sections: understanding parties and the electoral process—changes in the presidential nominating process between 2008 and 2012

Week 8 Interest Group Politics

KJKV, Chapter 13

Marion Nestle, "Influencing Government" (UR)

Discussion section: interest groups, democracy, and representation

Week 9 Congress: The People's Branch or Dysfunctional Mess?

KJKV, Chapter 6

Mayer and Canon (1999), "Why Don't We Like Congress?" (UR)

Anthony King (1997), "Running Scared" (*Atlantic Monthly Online*)

<http://www.theatlantic.com/issues/97jan/scared/scared.htm>

Discussion section: does Congress represent? if so, whom?

Week 10 The President: Clark Kent, Superman, Peter Griffin, or None (All) of the Above?

KJKV, Chapter 7

Bruce Miroff, "The Presidential Spectacle" (UR)

Discussion section: Expectations and the Modern Presidency

A final review will be scheduled for the entire class.

