

UCSD Poli 10 (976961)

Introduction to Political Science: American Politics

TERM: Summer II 2019

ROOM: SEQUO 148

UNITS: 3

MEETING: MW, 11a-1:50p

WEBPAGE: <http://isabelgotti.com/ucsd/summer-2019-ucsd-intro-american>

WEBPAGE PASSWORD: thebeautiful

INSTRUCTOR: Isabel Ro Gotti (she/her/hers)

EMAIL: igotti@ucsd.edu

OFFICE: Art of Espresso Coffee Cart by Mandeville Theatre

OFFICE HOURS: MW 10-11, and by appointment

TEACHING ASSISTANT: Raduan Meira (he/him/his)

EMAIL: rmeira@ucsd.edu

OFFICE: CILAS building

OFFICE HOURS: Monday 2pm-4pm

0. Course Description.

- i. GENERAL: This course aims at providing an overview of the political system in the United States with a focus on how political scientists understand the role institutions play in affecting the behaviors of political actors within. Subjects of study include constitutional design, public opinion, voting behavior, congressional politics, parties, Supreme Court politics, and substantive issues including race, economic inequality, and immigration.
- ii. STUDENT LEARNING OUTCOMES:
 1. Apply the basic concepts, principles, and terms common to meaningful political inquiry to the study of American government
 2. Describe the political philosophies of the framers of the Constitution and the nature and the operation of United States political institutions (national, state, local) and processes under that Constitution as amended and interpreted.
 3. Explain the basis for American federalism.
 4. Locate the Constitution of the State of California within the framework of evolution of Federal-State relations and appraise the nature and processes of State and local government under the Constitution.
 5. Weigh the obligations and responsibilities of American citizenship, including the duty of participating at the national, State, and local levels.
 6. Describe the role of major ethnic and social groups in significant events in the history of the United States including the nature of and efforts to achieve civil rights.
 7. Apply different analytical models to describe the various structures, functions, and policymaking activities of the American political system at the federal, state, and local levels.
 8. Compare and contrast American political ideals and constitutional principles, both stated and actual.
 9. Identify and analyze major issues faced by the American political system at all levels, including contemporary relationships of State and local government with the federal

government; the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and the nation; and the political processes involved.

1. Class Policies.

- i. GENERAL: Success in this class is highly dependent upon your preparedness and participation in discussion. This class is reading intensive. You are expected to HAVE THE MATERIAL READ AND THE ASSIGNMENTS COMPLETED BY THE DAY MARKED IN THE SCHEDULE BELOW. You must come to class prepared with the reading assignment for the day and whatever is due that day. Email is the best way to contact your instructor. Appointments with the instructor must be made in advance through email.
- ii. LATE WORK, MAKE-UPS, RETAKES: Late work is not accepted. Make-ups are not provided. Retakes are not possible.

EXCEPTION: If you contact the instructor 48 hours before the class the day an assignment is due AND you receive written confirmation by the instructor within 24 hours with an agreed upon date and time, then a make-up or an extension is possible. Note that this is only guaranteed if cleared by the instructor. Special emergencies such as tragedies, plagues, disasters, and will of course be accommodated.
- iii. ACCESSIBILITY STATEMENT: Students with disabilities needing accommodation may make requests to the Office for Students with Disabilities. The office is located in University Center 202, may be called at 858.534.4382, and may be emailed at osd@ucsd.edu. Their website is located at <http://disabilities.ucsd.edu>.
- iv. PLAGIARISM POLICY: Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an “F” grade. Violations of the student code of conduct are reported to and processed by the Academic Integrity Office. You may contact this office at <http://academicintegrity.ucsd.edu>, 858.822.2163, or at 301 University Center. The current policy on sanctioning guidelines can be found at https://academicintegrity.ucsd.edu/_files/Sanctioning-Guidelines.pdf.
- v. HOSTILE ENVIRONMENT POLICY: No form of hate nor discrimination shall be tolerated by any means. No speech nor act that is blatantly or implicitly discriminatory against another person because of race, color, ancestry, national origin, religion, sex (including pregnancy, childbirth, and related medical conditions), disability (physical or mental), age, genetic information, marital status, sexual orientation, gender identity and gender expression, AIDS/HIV status, medical condition, political activities or affiliations, military or veteran status, status as a victim of domestic violence, assault, or stalking shall be tolerated. Please be mindful, respectful of, and open to others’ perspectives and circumstances.
- vi. PRONOUNS AND GENDER NEUTRAL WRITING: A “gender pronoun” is the pronoun that a person chooses to use for themselves. For example: If Simona’s pronouns are she, her, and hers, you could say “Simona ate her food because she was hungry.” You can’t always know what someone’s pronouns are by looking at them. Asking and correctly using someone’s pronouns is one of the most basic ways to show your respect for their gender. Commonly used pronouns are she, her, hers and he, him, his, but there are also lots of gender-neutral pronouns such as they, them, theirs. Some people prefer just to be referred to by their name, and don’t use pronouns at all. When someone is referred to with the wrong pronoun it can make them feel disrespected, alienated, dysphoric, and/or invalidated. It is a privilege if you have never had to worry about which pronoun someone is going to use for you based on how

they perceive your gender. If you are privileged in this way, but do not respect someone else's gender identity, you would not only be disrespecting them, your behavior would also be oppressive. For these reasons I ask students to share with me what their pronouns are so that I and your fellow students can address you correctly. My aim is to create an inclusive learning environment for all my students, and correct pronoun use is an important part of creating an inclusive space for gender non-conforming and trans students. Feel free at any time to let me know if your pronouns change or if you wish to be called a different name than the one that appears on official documents like class rosters. For your writing, using gender-neutral language should be standard practice. Gender-neutral writing is the accepted practice recommended by the American Political Science Association (APSA). See the APSA Style Manual at <https://connect.apsanet.org/stylemanual/>

- vii. LIST OF STUDENT RESOURCES: While I strive to be as inclusive as possible, sometimes it is not appropriate nor we do feel comfortable sharing with those who have some degree of power over us. Sometimes we need additional support from people who are better equipped to understand and help with our circumstances. I have collected a series of resources for UCSD students including (but not limited to) Black Resource Center, Counseling and Psychological Services, Intertribal Resource Center, LGBT Resource Center, Triton Food Pantry, Undocumented Student Services Center, Women's Center, and so on. If you know of a support center offered by UCSD that is not on my list and you think it should be, please let me know and I will be sure to add it. You may find the list here: <http://isabelgotti.com/academy#/ucsd-student-resources/>
- viii. TECHNOLOGY POLICY: Cellphones and other personal communication devices are prohibited during class. Exceptions may be made in advance if a student is caring for a child or other family member. Laptops are acceptable for the limited purpose of note-taking and reference to class material. If you are going to spend your time Tumbling, Tweeting, Redditing, and Facebooking, please do so elsewhere, or if you can't resist, do so in the back of the room so as not to distract other students. Please be respectful of your peers' right to learn. Technology is not necessary for this class.
- ix. INSTRUCTOR'S RIGHTS: Students should be aware that it is the instructor's responsibility to ensure that classroom setting is conducive to learning at all times. Disruptive behavior includes behavior which interferes with the legitimate instructional, administrative, or service functions of the college. Therefore, should a student disrupt class through cellphone use, texting, viewing non-relevant websites on laptop computers, or other behavior that is not conducive to an academic environment, it is the instructor's right to take disciplinary action. According to the college catalog an instructor has the right to remove a student from class at any time he/she considers a student's actions to be interfering with a proper collegiate environment.
- x. IMPORTANT DATES: **Drop deadline** is Aug 16. **Withdraw deadline** is Aug 24.

2. Required Reading.

THE TEXT IS AVAILABLE AT THE UCSD BOOKSTORE.

- i. *The Logic of American Politics: Eighth Edition*, ed. Samuel Kernell, Gary C. Jacobson, Thad Kousser, and Lynn Vavreck, Sage Publishing: 2018.
- ii. Supplemental reading will be posted at <http://isabelgotti.com/ucsd/summer-2019-ucsd-intro-american>. Password: thebeautiful.

3. Assignments.

- i. **Attendance** is taken at the beginning of class. You may miss one (1) class without penalty. All other absences must be approved by the instructor in writing prior to the day of the class during which one will be absent. Emergencies, given ample evidence, will be admitted.

- ii. Throughout the course, various **participation** opportunities will be provided.
- iii. There will be a number of **quizzes** provided throughout the semester. Given the tightness of our schedule, expect roughly one (1) quiz per day. These will cover any material covered from the time of the last quiz to the current quiz. You will need an **815-e scantron** for these quizzes.
- iv. There will be a **Midterm Exam** in class on AUGUST 21. You will need an **882-e scantron** and a **green or blue book**.
- v. There will be a non-comprehensive **Final Exam** in class on SEPTEMBER 6, covering the material from the midterm to the exam date. You will need an **882-e scantron** and a **green or blue book**.

4. Weights.

- i. ATTENDANCE: 5%.
- ii. PARTICIPATION: 20%.
- iii. QUIZZES: 20%.
- iv. MIDTERM EXAM: 25%.
- vi. FINAL EXAM: 30%

Course Schedule

(lap) refers to the course textbook: *Logic of American Politics*.

Other course readings are found on the course website.

Please have the readings done by the day indicated on the schedule below. This schedule is subject to change at the instructor's discretion.

section 1. what is political science?

aug 5

the discipline

noel, hans. "ten things political scientists know that you don't,"
the forum (8) 3: 2010.

silver, nate. "the media has a probability problem,"
fivethirtyeight.com: 2017.

discussion

what does noel mean by the fundamentals and how ought political candidates interact with them? is there such a thing as the will of the people and what are we to make of the answer? what is duverger's law and why are politicians and voters susceptible to it? what distinction is more important than that between special and general interests: why? why does nate silver think the media got things so wrong in the 2016 election? does he think trump's win was unlikely? why or why not?

games

humphreys, macartan, *political games: mathematical insights on fighting, voting, lying, and other affairs of state*. norton, 2017. (all)

woolraich, michael. "what game theory tells us about donald trump," *the rolling stone*: 2016.

discussion

don't get too worked up over the weeds here, but make sure you understand the following: what is a game? is there something wrong with how abstract they are? how can we apply them to politics? what is a nash equilibrium and why is it important? how might we apply the prisoner's dilemma, the game of chicken, and the assurance dilemma to politics? what is the tit-for-tat strategy wolraich writes about? how can it explain trump's success in the 2016 primaries? what's clinton's best strategy in response to trump's?

aug 7

power

gaventa, john (1980). *power and powerlessness: quiescence and rebellion in an appalachian valley*. chapter 1.

discussion

what are the problems with one-dimensional and two-dimensional approaches to analyzing power? specifically, what role does quiescence play in gaventa's criticism? what is gaventa's preferred approach to analyzing power? what are the three mechanisms of power? how might we empirically study the presence of power? what challenges do we face in doing so? how does gaventa solve the problem of not knowing what people's interests actually are?

collective action

olson, jr., mancur. excerpt from "the logic of collective action: public goods and the theory of groups."

hardin, garrett, "tragedy of the commons," *science* (162) 3859: 1968.

the constitution

(lap) chapter 1 and the appendix 3 (constitution).

section 2. constitutional design

aug 12

why a constitution,

hardin, russell, "why a constitution?" in *the federalist papers and the new institutionalism*, bernard grofman and donald wittman, eds, agathon press: 1989.

constitutional history

(lap) appendix 5 (federalist 51).

(lap) chapter 1 (review) and chapter 2.

budgets and the constitution

mathews, dylan. "congress's new \$1.3 trillion omnibus spending bill, explained," vox.com: 2018.

section 3. politicians and parties

aug 14

ambition and constituency

mayhew, david r., "the electoral incentive," from *congress: the electoral connection*, yale university press: 2004.

richard f fenno jr., "u.s. house members in their constituencies: an exploration," *the american political science review*, (71) 3: 1977.

parties, a history of

(lap) chapter 12

parties as solutions

firoina, morris p. "parties as problem solvers." in *promoting the general welfare*, gerber and patashnik eds. brookings institute press: 2006.

perry bacon jr., "how the freedom caucus learned to love trump," fivethirtyeight.com: 2018

section 4. public opinion

aug 19

public opinion

(lap) chapter 10

silver, bycoff, and mehta. "how popular is donald trump?" fivethirtyeight.com: 2018.

do opinions matter?

matthews, dylan, "polls show americans are closer to democrats than donald trump on immigration," vox.com: 2018.

zaller, john. "coming to grips with v.o. key's concept of latent opinion," *electoral democracy*, ed. michael b. mackuen and george rabinowitz, university of michigan press: 2006.

median voter theorem

median voter theorem.

section 5. elections and midterm

aug 21

elections**(lap) chapter 11**sides, john and lynn vavreck, *the gamble*, princeton university press: 2014. chapter 2**the retrospective voter**fiorina, morris p. "theories of retrospective voting," *retrospective voting in american national elections*. yale university press: 1981.**midterm****please bring the following to class:**

- **882e scantron**
- **green or blue book**

section 6. congress, the presidency, and the bureaucracy

aug 26

the basic problem**(lap) chapter 6, up through section "the basic problems of legislative organization."**

gerrymandering: what is

pivotal politicskrehbiel, keith. "a theory" in *pivotal politics: a theory of u.s. lawmaking*. university of chicago press: 1998.woon, jonathan. "fundamentals of lawmaking: gridlock in the 113th congress," *the monkey cage*: 2012.

aug 28

nov: signing statements

cooper, philip j, "george w. bush, edgar allan poe, and the use and abuse of presidential signing statements." *presidential studies quarterly* (35) 3: 2005.

korte, gregory, "trump criticizes some russia provisions of defense bill..." *usa today*, 2018.

nov: delegation

abdalla, khalid. "principal-agent problem," *jargon alert*: 2008.

mccubbins, mathew d., roger g noll and barry r weingast, "administrative procedures as instruments of political control," *journal of law, economics, & organization* (3) 2: 1987.

section 7. the judiciary

sept 2

basics

(lap) chapter 7.

watch: "how trump took over america's court system," *vox.com* (2019)

watch: "how a case gets to the us supreme court," *vox.com* (2017)

judicial politics: affordable care act

toobin, jeffrey, selections from *the oath*, doubleday: 2012.

section 8. substantive issues (pick one)

sept 4

dec 5: economic

bartels, larry m. "homer gets a tax cut: inequality and public

inequality

policy in the american mind," *political science and politics* (3) 1: 2005.

stewart, matthew. "the birth of the new american aristocracy," *the atlantic*: 2018.

watch: wealth inequality in america.

watch: the 99% is a myth.

hobbes, michael. "millenials are screwed," huffington post: 2018.

bernstein, jared, "what economists have gotten wrong for decades," vox.com: 2019

dec 10: race**take a race implicit association test:**

- go to <https://implicit.harvard.edu/implicit/takeatest.html>
- select "i wish to proceed"
- select "race iat"

valentino, nicholas a. and david o. sears. "old times there are not forgotten: race and partisan realignment in the contemporary south," *american journal of political science* (49) 3: 2005.

tesler, michael. "the spillover of racialization into health care: how president obama polarized public opinion by racial attitudes and race," *american journal of political science* (56) 3: 2012.

glants, aaron and emmanuel martinez "kept out: how banks block people of color from homeownership," associated press: 2018.

azari, julia. "presidential responses to racial violence have often been weak. trump's is weaker," fivethirtyeight.com: 2017.

dec 12: immigration

hainmueller, jens and michael j. hiscox. "attitudes toward highly skilled and low-skilled immigration: evidence from a survey experiment," *american political science review* (104) 1: 2010.

malhotra, neil, yotam margalit and cecilia hyunjung mo, "economic explanations for opposition to immigration: distinguishing between prevalence and conditional impact," *american journal of political science* (57) 2: 2013.

fernández campbell, alexia, "why baby boomers need immigrants to fund their retirement, in 2 charts," vox.com: 2018.

final exam

sept 6 11:30a-2:29p:
final exam

please bring the following to class:

- 882e scantron.
- blue or green book.

