

May 11, 2017

POL 203Y: U. S. POLITICS AND GOVERNMENT

TR 12 - 2 pm– SS 2111

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Office Hours: Thursdays, 10:30-noon, TBA

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Course Description

This course is an introduction to the U.S. national government and politics. After introducing the logic of political analysis, we will discuss the historical development of the U.S. federal governing system before analyzing the functions played by governing institutions and their interaction with citizens and organizations articulating and aggregating public opinion. We will pay special attention in this term to controversies associated with the new President and his promises of dramatic policy changes.

The course is divided into two-week (3-4 lecture) modules after the first, double module:

- I. Foundations. Key concepts of political science and foundations of the U.S. government.
- II. Congress and Interest Groups. Driven by ideology, subservient to the President, or dominated by special interests?
- III. The modern presidency. Tweets, the traditional media and the President's Press Secretary.
- IV. Parties, Campaigns and Public Opinion. The expression of public opinion, social and political divisions and the role parties and groups play in exacerbating, reconciling or resolving these differences.
- V. Judiciary. How the courts provide stability but allow for change with special attention paid to the court's blockage of Presidential executive orders.

Class Lectures and Tutorials

There are two, two-hour lectures each week. In these lectures, I will raise and discuss central issues and questions, engage with (and occasionally dispute) the readings, and imbue the course with current political events. Some sessions will be devoted to special activities like a movie.

On Thursdays, there will also be tutorials led by a teaching assistant. During most of these tutorials, you, the students, will take center stage as you engage your peers in a discussion, game and/or simulation focusing on the week's topic(s). Your active participation in and contribution to the discussions are required.

Attendance and illness

Attendance in lecture and tutorial is required. If you are not feeling well, *or had flu-like symptoms 24 hours before class*, please do not attend lecture or tutorials. Email your teaching assistant. You may be asked to post a comment on the discussion forums or complete a brief assignment to make-up for your missed participation in tutorials.

Required Reading

Kollman, Ken. *The American Political System*. W.W. Norton.

There are several readings that are available on Blackboard or on-line in e-journals made available through the library.

You must also follow U.S. politics and current events on a regular, on-going basis. Any list of useful resources must include the *Washington Post* and the *New York Times*. There are many websites and blogs that regularly cover U.S. Politics. Several worth mentioning include <http://www.vox.com/>, <http://www.politico.com/>, and <http://www.realclearpolitics.com/>. Students who generally find themselves generally opposing the President are especially encouraged to read news and commentary from a pro-Trump (or at least, pro-populist Trump of 2016) perspective at <http://www.breitbart.com/>.

Course Blackboard Site

The Blackboard website is accessible when you log into <http://portal.utoronto.ca> using your UTORid. On Blackboard website you will find course readings, updated versions of this syllabus, details of all assignments, class discussion forums and the course gradebook.

From time to time, class announcements & material will be delivered via e-mail through Blackboard. It is the students' responsibility to maintain their e-mail addresses in good working order and to ensure that the e-mail address known to the university (and listed on Blackboard) is accurate. Failure to receive important class announcements & messages are NOT legitimate excuses for missing class work.

Grading

In-class essay assignment, June 1 = 10%

Term Test I on "I. Foundations," June 13 = 20%

News report/Press briefing activity, July 7 = 10%

[Mini] Term Test II on "II. Congress & III. Presidency," July 20 = 10%

Survey data assignment, July 27 = 10%

Quizzes (On-line, open book), May 25, June 8, June 22, July 11, August 1 = 5%

Participation (in-class and on-line) = 5%

Final Exam (TBA) = 30%

Tests and Exams

There will be two term tests that will take place during lecture as indicated in the schedule below. The first term test will consist of multiple choice questions, and will require you to demonstrate your factual knowledge about the foundations of the U.S. government and an understanding of the key political science concepts. A second term test will consist of about 20- multiple choice and/or short answer questions.

There is a final examination at the end of the year that will be multiple choice plus an essay. Prior to the final exam, I will distribute a list of essay questions that I will use to draw the final exam.

If you miss a term test with an excusable absence, you must notify the instructor or your teaching assistant by phone or email before the test administration. It is your responsibility to take a make-up test as soon as you are able, so you will need to prioritize scheduling a make-up. Whenever possible, we expect that you will make up the test within six days of the original administration. If you miss a make-up test without a legitimate excuse, or the instructor does not accept your excuse, you will be given a grade of zero for the test.

Quizzes

There are four open-book quizzes scheduled during the term. Each one will be taken on the course's Blackboard site. This quiz will confirm that you have completed and understand the required reading. Each quiz will contain no more than ten questions and will be due by midnight on the day of the quiz. No points will be awarded if the quiz is not completed before the deadline nor will any extensions or make-ups be scheduled. Students are advised to prepare for possible quizzes using resources on the textbook's website and can expect to find the quiz questions available as a Word Document or PDF at least three days before the quiz.

Assignments

In-class essay. Lecture on June 1 will be devoted to time for answering an essay question in class about Federalist Paper #51. Each student will work independently on their own laptop, tablet or pen-and-paper, and are expected to complete the essay before the lecture. Students must bring a printed outline (printed or handwritten paper) to assist in their writing that will be collected but not graded. Most of the grading for this essay will be on how well you write and how well you organize your paper rather than the substance of what you write.

News Report/Press Briefing Activity: You will be assigned to be the White House correspondent for a major American news outlet or website tasked with covering a news cycle including a White House Press Briefing. This news cycle will either be done in "real time" or will utilize a recent press briefing to simulate Presidential media relations. In an initial task, you must prepare a short analysis that demonstrates your understanding of the media outlet and how it covers political news. Then, you will write or film a report consistent with your media outlet's coverage about the briefing or contemporaneous events. In years past, students role played the position of the press secretary, but this year we will use the real press briefing and "crowd source" answers to your press enquiries. A preliminary report on the media organization you are portraying will be due on June 29.

Survey Data Assignment: We will ask you to analyze survey data from the 2016 Presidential election using web-based software at: <http://sda.berkeley.edu>. No background in statistics is assumed (or necessary). The first section will tell you exactly what to do (in detail) to complete a simple bivariate analysis using variables selected by the instructor. You will then answer multiple choice questions that will ensure that you know and understand what to do before attempting the second section. For the second section, you will have a choice of variables to analyze to best understand vote intentions for Trump and support for select campaign promises. You will be graded on your ability to interpret the results clearly and concisely. For extra credit (2 marks), you can repeat the analyses from previous election surveys. Students with a background in

statistics will be able to use a program like SPSS, STATA or R if they are more comfortable doing so.

Participation

Participation is essential to an enjoyable and productive learning experience.

Tutorials will take place on Thursdays. All students are expected to attend tutorials ready and willing to make thoughtful contributions to the discussion. Just showing up and attending tutorials is necessary but not sufficient to get a good ('B') participation grade.

Contributions to an interesting thread on the Blackboard discussion forums are considered to be equivalent to speaking during class, so the best participation grades will reflect regular contributions during tutorials and/or on-line. Some weeks, the TA will moderate a virtual discussion on-line.

Grading Policy

Late assignments will be penalized 3% per day for the first seven days of lateness. After seven days of lateness, the teaching assistants and the instructor will refuse to accept the work for grading.

All matters of grading, exemptions, and discipline procedures will be handled in accordance with the Faculty of Arts and Science Academic Handbook. Extensions and excused absences for non-health reasons may only be granted prior to the day of the deadline, exam or quiz.

Any student who believes that any work has been unfairly graded may ask the instructor to re-evaluate his or her work. Grading appeals should be submitted with a cover letter explaining the basis of the appeal to the instructor or the teaching assistant. No oral or emailed appeals will be considered. Please do not seek to discuss grades with the instructor or the teaching assistants until the Thursday following our return of the marks. Such re-marking may involve the entire piece of work, and may raise or lower the mark. No appeals will be considered after Thursday, August 3. All other appeals and complaints will be handled in a manner consistent with the regulations described in the handbook.

See <http://www.artsci.utoronto.ca/main/faculty/resources/faculty/acaresources> for the complete handbook.

Academic Integrity, plagiarism & Turnitin.com

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. A list of potential offences can be found here:

<https://view.officeapps.live.com/op/view.aspx?src=http://www.artsci.utoronto.ca/osai/instructors-and-staff/tips-templates/AI-statement-and-checklist.docx>

The above link also includes a checklist that you should consult before you submit written work in any class to avoid any plagiarism issues. Plagiarism is a serious academic offense with a severe penalty. It is essential that you understand what plagiarism is and that you do not commit it. Please see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> for more information and tips on how to avoid plagiarism.

On all written assignments you complete for this course, all passages, ideas or information culled from other people or sources must be attributed to them. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Accessibility Needs

The University of Toronto is committed to accessibility. The instructor of this course is determined to ensure that every student is given an opportunity to excel in this course and demonstrate their mastery of the material. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>.

Contact

Questions and concerns

Students are encouraged to post all questions about the course material and current events on Blackboard, in the appropriate discussion forum. These forums will be moderated by teaching assistants and the instructor with the hope of ensuring that every question receives an answer within two class sessions.

Following the return of marks, if you want to discuss your grade, your teaching assistant is the most appropriate person to contact initially even though they may not have personally graded your work.

Instructor meetings and contact

You are welcome to meet with the course instructor. My office hours are before class on Thursdays, but I will usually be available before and immediately after lecture both days of the week. Outside of office hours, email is the best way to reach me. Via email, I am happy to arrange a phone conversation at a mutually agreeable time.

Because it is difficult to get to know many students in a large class, any group of three students is invited to arrange Dutch-treat lunches with me on or near campus. Dinners may be possible, especially if we meet near my home in Thornhill. I especially look forward to talking to you about topics related to the course or current political events.

Schedule

Part I: Foundations

16-May Introduction

18-May Prisoner's Dilemma & Institutions
Kollman, K. *The American Political System*, Ch. 1

Tutorial: Island of Ted Simulation

23-May Precursors, Revolution and Nation-Building

Articles of Confederation, http://avalon.law.yale.edu/18th_century/artconf.asp
Declaration of Independence, http://avalon.law.yale.edu/18th_century/declare.asp
Roche, John P. 1961. "The Founding Fathers: A Reform Caucus in Action." *American Political Science Review* 55(4), pp. 799-816.

25-May Constitutional Convention & Constitution
** Quiz (On-line, open book) **
Kollman, K. *The American Political System*, Ch. 2

Tutorial: Discuss Roche; was the American revolution really a revolution? Prepare for in-class essay.

30-May Ratification, Bill of Rights and Civil Liberties
NOTE: Special time for lecture – 13:00-15:00 (late start)

Constitution of the United States (Appendix)
Federalist Papers 10 & 51 <http://www.constitution.org/afp/afpchron.htm>
Brutus, Anti-Federalist Paper # 1, 3
<http://www.constitution.org/afp/brutus01.htm>
<http://www.constitution.org/afp/brutus03.htm>

1-June ** In-class essay**

Tutorial: Discuss Federalist Paper # 10; What are the downsides of the size principle for political minorities? How well do rights documents protect minorities from democratic majority? What institutional mechanisms protect minorities in the US?

6-June Civil War, Reconstruction, Civil Rights
Kollman, K. *The American Political System*, Ch. 4 & pp. 389-394.
Dred Scott: <http://www.pbs.org/wgbh/aia/part4/4p2932.html>,
Abraham Lincoln, "House Divided" speech and Gettysburg Address:
<http://www.pbs.org/wgbh/aia/part4/4h2934.html>
http://avalon.law.yale.edu/19th_century/gettyb.asp
Listen to [partial] dramatization:
<http://www.youtube.com/watch?v=Vc5VEBPz8LE>
Recommended: "Africans in America," PBS Narrative, Part 4:

Start here: <http://www.pbs.org/wgbh/aia/part4/narrative.html>

8-June Federalism and Lawmaking

** Quiz (On-line, open book) **

Kollman, K. *The American Political System*, Ch. 3 & pp 163-169.

Schoolhouse Rock "How a Bill Becomes a Law" [YouTube](#)

Tutorial: Why is federalism so intimately connected to racism in American public policy? Would a unitary America be any less racist?

13-June *** Term Test I ***

Part II: Congress and Interest Groups.

15-June Congress

Kollman, K. *The American Political System*, Ch. 5

* No tutorials

20-June Congressional Elections

Film: "Taking on the Kennedy's"

Kollman, K. *The American Political System*, Ch. 13 & pp. 395-400

22-June Interest Groups & Social Movements

** Quiz (On-line, open book) **

Kollman, K. *The American Political System*, Ch. 11

27-June *No class.*

29-June *No class.*

Preliminary report on media role for press activity due at midnight.

Part III. Modern Presidency

4-July Media

Kollman, K. *The American Political System*, Ch. 14

Parmelee, J.H., 2014. The agenda-building function of political tweets. *New Media & Society*, 16(3), pp.434-450.

6-July White House Press Briefing Activity

Check Blackboard for announcements regarding the White House Press Briefing (live or video)

Clayman, S.E., Elliott, M.N., Heritage, J. and McDonald, L.L., 2006. Historical Trends in Questioning Presidents, 1953-2000. *Presidential Studies Quarterly*, 36(4), pp.561-583.

Tutorial: Additional Press Activity Time

7-July White House Press Briefing Report Due at midnight

11-July Presidency

** Quiz (On-line, open book) **

Kollman, K. *The American Political System*, Ch. 6
Lizza, Ryan "The Gatekeeper: Rahm Emanuel on the Job" *The New Yorker*
Mayer, Kenneth R., and Kevin Price. "Unilateral Presidential Powers: Significant Executive Orders, 1949-99." *Presidential Studies Quarterly* 32, no. 2 (2002): 367-386.

- 13-July Assessing Presidential Performance, 2017
Lovett, J., Bevan, S. and Baumgartner, F. R. (2015), Popular Presidents Can Affect Congressional Attention, for a Little While. *Policy Studies Journal*, 43: 22–43
Trump, Donald J. "Donald J. Trump Contract with the American Voter."
<https://www.documentcloud.org/documents/3217126-CONTRACT-for-the-VOTER.html>
"President Trump's First 100 Days." Whitehouse.gov
<https://www.whitehouse.gov/100-days>
PBS: American Experience. "FDR: New Deal Programs" <https://www.pbslearningmedia.org/resource/pres10.socst.ush.dw.w.newdeal/fdr-new-deal-programs/#.WRDXNtLyu70>

Tutorial: What makes Trump effective? Ineffective?

Part IV: Parties, Campaigns and Public Opinion

- 18-July Parties and Party System: Why Party? Why two parties?
Kollman, K. *The American Political System*, Ch. 12
- 20-July [Mini] Term Test II
Fake News Workshop

Tutorial: Survey Data Analysis Help
- 25-July Understanding Trump's Path to the White House.
Vavreck, Lynn. *The Message Matters: The Economy and Presidential Campaigns*. Princeton University Press, 2009, Ch. 4.
Carmines, Edward G., Michael J. Ensley, and Michael W. Wagner. "Ideological Heterogeneity and the Rise of Donald Trump." In *The Forum*, vol. 14, no. 4, pp. 385-397. 2016.
Burden, Barry C., Evan Crawford, and Michael G. DeCrescenzo. "The Unexceptional Gender Gap of 2016." In *The Forum*, vol. 14, no. 4, pp. 415-432. 2016.
Silver, Nate. "The Comey Letter Probably Cost Clinton The Election." *Five Thirty Eight*.Com May 3, 2017. <https://fivethirtyeight.com/features/the-comey-letter-probably-cost-clinton-the-election/>
- 27-July Public Opinion
Kollman, K. *The American Political System*, Ch. 9
Jennifer Merolla, S. Karthick Ramakrishnan and Chris Haynes (2013). "Illegal," "Undocumented," or "Unauthorized": Equivalency Frames, Issue Frames, and Public Opinion on Immigration. *Perspectives on Politics*, 11, pp 789-807.

Tutorial: Did Clinton blow it? Would Sanders or Biden have won?

Survey data assignment due at midnight.

Part V: Judiciary

- 1-Aug Judiciary and Precedence
 ** Quiz (On-line, open book) **
 Kollman, K. *The American Political System*, Ch. 8
 Posner, Richard A. "Eighteen Years On: A Re-Review (reviewing William N. Eskridge, Jr., *The Case for Same-Sex Marriage: From Sexual Liberty to Civilized Commitment* (1996))." *Yale Law Journal* 125 (2015): 533.
 http://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=12082&context=journal_articles
- 3-Aug Courts and Executive Orders
 Harrington, Rebecca. "Trump signed 90 executive actions in his first 100 days — here's what each one does." *Business Insider*. May 3, 2017.
 <http://www.businessinsider.com/trump-executive-orders-memorandum-proclamations-presidential-action-guide-2017-1>
 McGraw, Meredith and Adam Kelsey. "A timeline of Trump's immigration executive order and legal challenges." *ABC News.com*
 <http://abcnews.go.com/Politics/timeline-president-trumps-immigration-executive-order-legal-challenges/story?id=45332741>
 TBA: Lawfare Blog "Litigation Documents & Resources Related to Trump Executive Order on Immigration" <https://lawfareblog.com/litigation-documents-resources-related-trump-executive-order-immigration#IRAP>
- Recommended/TBA:
 Kagan, Elena. "Presidential administration." *Harvard Law Review* (2001): 2245-2385.
 Cox, Adam B., and Cristina M. Rodríguez. "The President and Immigration Law Redux." *Yale LJ* 125 (2015): 104.
- Tutorial: Help on data analysis / discussion about judiciary.
- 8-Aug Courts and Social Controversies
 Film: "School Prayer" <http://www.schoolprayer.com/>
 Putnam, Robert. 1993. "The Prosperous Community: Social Capital and Public Life." *The American Prospect*.
- 10-Aug *Citizens United* and a citizenry united?
 Kollman, K. pp. 401-404
 Spencer, D.M. and Wood, A.K., 2014. *Citizens United, States Divided: An Empirical Analysis of Independent Political Spending*. *Indiana Law Journal*, 89(1), pp.315-372.
 Shafer, Byron. 1998. "American Exceptionalism." *Annual Review of Political Science* 2: 445-63

Tutorial: Discuss what, if anything, makes the United States exceptionally different?

Final Exam TBD