

POL 203Y: U. S. POLITICS AND GOVERNMENT

On-Line Course, Summer 2020

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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 the upcoming election in November.

This is an online asynchronous course with once-a-week recommended live discussions.

Lectures will be given as 3-4 hours online videos/week asynchronously. All lectures feature detailed Powerpoint presentations. Most can be viewed with video or narration, or students may choose to read the slides without narration.

Students will have the opportunity for synchronous online webinar class and/or office hours 1.5 hrs/week (Thursdays at 11:00 am to 12:30 pm). Some weeks this webinar will be, at least partially, a weekly lecture, but will also include opportunities to ask questions and clarifications about lecture and tutorial content.

Additional discussion time in small groups, led by a TA or the instructor, will follow later on Thursday afternoons (time TBA, depending on size of class and student availability). These “live” discussions are recommended, but students who are unable to join the class at that time will be able to use class discussion forums to share their thoughts without penalty for missing the live discussions.

Discussions, Q & A office hours, and webinar lectures will take place using Blackboard Collaborate Ultra through Quercus and will be recorded to allow students to review the video afterwards.

Students need Power Point (available for free through the university), the ability to download or stream videos of lectures, and access to Quercus to use Blackboard Collaborate and discussion forums. Tests will be conducted on-line, and all written work will be submitted on-line.

There is a required textbook for this course, which will be available for online purchase through the U of T bookstore and other online vendors (including used copies). The textbook as an ebook can also be purchased or rented for about CAD65. The other required readings for this class are free ebooks or articles available for no cost through the library website.

Required Reading

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

Other readings are available on Quercus or on-line via e-journals made available through the library. You should not need to pay to access any readings other than the Kollman text.

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. <https://www.realclearpolitics.com/> offers a daily round-up of commentary and in-depth coverage. Students who generally find themselves generally opposing the President are especially encouraged to read (or watch) news and commentary from a pro-Trump (or at least, pro-populist Trump of 2016) perspective from Fox News, America News Network or Breitbart

Course Quercus Site

The Quercus website is accessible using your UTORid. On Quercus website you will find course readings, updated versions of this syllabus, details of all assignments, lecture slides & recordings, quizzes, tests, class discussion forums, and the course gradebook.

From time to time, class announcements & material will be delivered via e-mail through Quercus. 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 Quercus) is accurate. Failure to receive important class announcements & messages are NOT legitimate excuses for missing class work.

Assignments

	Due	Value
Trump Will Win in <u>[STATE]</u> Report	July 31	10%
Essay - Federalist 51	May 25	10
Survey Data Assignment	August 14	5
Quizzes (5)	May 12, May 26, July 7, July 28, August 6	5
Test 1	June 2	15
Test 2	July 16	15
Final Exam	TBA (Aug 19-27)	20
Participation	On-going	10
Question/comment (5)	Wednesdays at midnight	5
Campaign Update Briefing	Various (sign up)	5

Brief Description of Assignments

Full descriptions of each assignment will be posted on Quercus.

Trump will win in State Report. Each student will be assigned two states to evaluate the President Trump's and the Republicans' chances of winning the state in the presidential election, any Senate seat(s) or gubernatorial elections, and/or gain House seat(s). For that state or district, you will need to research the major characteristics of the state or district including the partisan, racial, ethnic and religious composition of its electorate, recent electoral history, and the backgrounds of the candidates for Senate, Governor and competitive House races. Report on any published polls. In a short report, evaluate whether or not the election outcome is likely to be close based on this information.

Essay – Federalist 51. A short essay on Federalist #51. Most of the grading for this essay will be on how well you write and how well you organize your paper more so than the substance of what you write. The essay question will be introduced on May 17 or 18, and students will have until 11:59 on Monday night, May 25, to finish a paper that should take about two-four hours to prepare write (similar to an “in-class” essay assignment).

Survey Data Assignment. Using an easy-to-use online statistical tool, students will gain experience completing simple univariate and bivariate statistical analyses of public opinion data from the United States to answer some multiple-choice questions and/or a short description of their findings.

Quizzes. Marked on the syllabus are five dates where there will be a short 5-10 question quiz on the readings for that day. All questions are multiple choice (or true/false) The quiz is due by midnight on Quercus. Students can find the questions in advance in a Word document on Quercus which they can consult while completing the readings. When ready, students should go onto Quercus to submit their answers. Quizzes cannot be made up if missed.

Tests. During the term, there will be two, two-hour tests on the readings and lectures. The tests will be a combination of multiple-choice and short[-ish] answers. The tests will be taken on-line and will be open book.

Final Exam. Similar in format to the tests, the final exam will likely feature an essay and will take place during the week of finals at the end of the term.

Participation. Participation is essential to a productive learning experience – especially on-line. Participation also delineates the difference between an interactive on-line course like this one and a series of videos and readings culminating in a test. Please join our class conversations in discussion forums on Quercus. Regularly postings to discussions on Quercus will provide students with participation marks. Some discussions will be structured, requiring students to take a particular view or engage with a specific argument. Other discussions will be more open and free. Some discussion topics will ask students to respond or reflect on readings, movies or current events. Participation marks can also be obtained through participation in on-line live discussions led by the instructor and/or the TAs on subjects noted below in the syllabus. Although students are encouraged to “attend” the live versions of lectures, students will not gain participation marks from listening live rather than a recording of the lectures.

Question/Comment. Five times during the term, each student must post a question or comment on the reading or asynchronous lecture(s) for that week. These questions or comments will then be used to guide live and/or discussion forum conversations led by the instructor. Each week that the student posts a question or comment accrues one point for a total of five comments. Although there is no such thing as too many questions, additional questions, comments, or responses to other students’ questions or comments will not result in bonus marks but they will count towards class participation. For credit, any question or comment on that week’s course materials must be posted by Wednesday at midnight.

Campaign Update Briefing. Each student will sign up to provide a brief report and analysis of a news story or development in the campaigns (like a new advertisement or major address). Evaluate whether the significance of the event on the election for the candidates and/or voters. This report and analysis will be shared with the class on Quercus, who are encouraged to respond and react to your report.

Submission & Grading Policies

All assignments except tests and the Federalist 51 essay are due at 11:59 pm. Late assignments will be penalized 5% per day for the first six days of lateness. After six calendar days of lateness, the teaching assistants and the instructor will refuse to accept the work for grading. The first day of lateness begins at 12:01 am the day after the deadline.

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. The instructor is cognizant that students may have work, job search, religious and family obligations that conflict with class, especially during the summer term. If you are going to miss several classes, or have obligations that may interfere with your ability to complete work on time, please speak to the instructor for accommodations. This summer, the instructor acknowledges that meeting deadlines may be especially challenging for those celebrating Ramadan and related feasts. Please speak to the instructor to arrange accommodations and to ensure that no one falls behind in the class.

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. 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.

Please 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.

Students agree that by taking this course all required work will be subject to submission for textual similarity review for the detection of 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. These requirements extend in POL203 except when the worksheet (or quiz) is entirely or predominantly multiple choice. Submissions made to Quercus will be checked by turnitin.com

Accessibility Needs

I wholeheartedly share the University of Toronto's commitment to accessibility and hope that every student is given a fair opportunity to excel in this course. Students with diverse learning styles and needs are welcome in this course. I invite you to discuss any accessibility concerns about the course, the classroom or course materials with me and/or staffers at Accessibility Services. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services at 416-978-8060 or accessibility.services@utoronto.ca. Appointments and drop-in sessions for accessibility advisors and learning strategists are available. For more information, please visit <http://studentlife.utoronto.ca/as>

Flexibility for work or illness

The instructor and teaching assistants for this course understand that we live in unusual times, and students may have work or family obligations that interfere with their ability to learn at the same time as the rest of the class or complete assignments by deadlines. We will grant extensions for work, family, child care, or other non-health reasons prior to the deadline, so please make sure you, or someone you delegate, contacts the instructor or the TA whenever there may be an issue. Students whose health, work, or family obligations renders them unable to complete an assignment should also contact the professor before deadlines or test administrations under non-exceptional circumstances. The only assignments that cannot be made up are the quizzes and the questions/comments (both small, but time-sensitive requirements that are usually best skipped so students who are playing "catch-up" can focus on more weighty tasks).

Family Care & Involvement

During these challenging periods of quarantine, I know that parents and siblings often face unexpected childcare challenges. If you have children of any age, or responsibility to care for children (or elderly relatives), you should know that when circumstances require their presence, they are welcome to be present during any live lecture, discussion, or office hours. I know that for many of us, finding quiet, private space for class may be impossible. Please encourage any family member who may be interested in politics, the United States, or just some cheap entertainment to listen to lectures. I will be happy to respond to any questions they might have. Just please remember that everyone's work in this class must reflect their own efforts. If they are not interested, but present, just remember to keep yourself muted.



Schedule

^Reading Quizzes on subjects marked with a ^

Week 1 May 4-8

1A Introduction
Kollman, Ch. 1

1B Collective Action Concepts

Week 2 May 11-15

2A Problems & Precursors: Path to Constitution ^

Kollman, pp. 33-46

Declaration of Independence, <https://www.archives.gov/founding-docs/declaration-transcript>

Roche, John P. 1961. "The Founding Fathers: A Reform Caucus in Action." *American Political Science Review* 55(4), pp. 799-816.

2B Jefferson and the Declaration of Independence

Rough draft of Declaration, see especially paragraph, "he has waged cruel war..."

<http://www.pbs.org/wgbh/aia/part2/2h33t.html>

Banneker, Benjamin, letter to Thomas Jefferson

<https://founders.archives.gov/documents/Jefferson/01-22-02-0049>

Jefferson's Response: <https://founders.archives.gov/documents/Jefferson/01-22-02-0091>

Jefferson's forward to Condorcet: <https://founders.archives.gov/documents/Jefferson/01-22-02-0092>

Stockman, Farah. "Monticello Is Done Avoiding Jefferson's Relationship with Sally Hemings."

New York Times June 16, 2018. <https://www.nytimes.com/2018/06/16/us/sally-hemings-exhibit-monticello.html>

Spalding, Matthew. "How to Understand Slavery and the American Founding." Heritage Foundation (2002) <https://www.heritage.org/american-founders/report/how-understand-slavery-and-the-american-founding>

Merrill, Thomas. 2019. When Jefferson Became Southern. *The Political Science Reviewer*, 43(2), pp. 347-378.

Recommended: Wheatley, Phillis. "On Being Brought from Africa to America."

<https://archive.vcu.edu/english/engweb/webtexts/Wheatley/brought.html>

Wheatley, Phillis. "An Elegiac Poem On the Death of that celebrated Divine, and eminent Servant of Jesus Christ, the Reverend and Learned Mr. George Whitefield"

<http://digital.library.upenn.edu/women/wheatley/whitefield/whitefield.html>

Recommended: Jeffrey Rosen (National Constitution Center), lecture on founding documents <https://constitutioncenter.org/interactive-constitution/educational-video/scholar-exchange-americas-founding-documents>

Discussion: Jefferson

Week 3 May 18-22

3A Constitution & Ratification

Kollman, K. The American Political System, pp. 46-70

Federalist #51 <https://founders.archives.gov/documents/Hamilton/01-04-02-0199>

Brutus, Anti-Federalist Paper # 3 <http://www.constitution.org/afp/brutus03.htm>

Video (start at 5:00): <https://constitutioncenter.org/learn/hall-pass/constitution-day-2011-freedom-of-expression>

Gordon-Reed, Annette., 2018. America's original sin: Slavery and the legacy of white supremacy. *Foreign Affairs* 97, p.2.

3B Iroquois Constitution

Gayanashagowa or the Great Law of Peace of the Iroquois Six Nations (selections)

http://en.wikisource.org/wiki/The_Iroquois_Constitution

Krausová, Anna. 2019. "Rebuilding the White Earth Nation through Constitutional Reform." *New Political Science*, 41(2), pp.192-210.

Lutz, Donald S. 1998. "The Iroquois Confederation Constitution: An Analysis," *Publius: The Journal of Federalism*, Volume 28(2): 99–127.

Essay: Federalist #51 due May 25 at 11:59 pm

Week 4 May 25-May 29

4A Federalism & Lawmaking ^

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

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

4B Civil War, Reconstruction, Civil Rights

Kollman, K. The American Political System, Ch. 4 & pp. 389-394.

13th Amendment Video: <https://constitutioncenter.org/learn/hall-pass/the-thirteenth-amendment>

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: Dred Scott: <http://www.pbs.org/wgbh/aia/part4/4p2932.html>

Discussion: Gordon-Reed; original sin & Lincoln

Week 5 June 1 - 5

5A Test 1

5B Contemporary Constitutional Issues

"School Prayer" Video (Toronto Public Library link, info and links to other libraries on Quercus) <https://torontopl.kanopy.com/video/school-prayer-community-war>

Lewis, Andrew R. 2019. The Transformation of the Christian Right's Moral Politics. *The Forum* 17, 1, 25-44. <<https://doi-org.myaccess.library.utoronto.ca/10.1515/for-2019-0001>>

Helfman, Tara. "The religious-liberty war: the scandal in Indiana." *Commentary*, vol. 139, no. 5, May 2015, p. 28+. https://link-gale-com.myaccess.library.utoronto.ca/apps/doc/A423372449/CPI?u=utoronto_main&sid=CPI&xid=c8bcb354

Discussion: School Prayer, wedding cakes and religious liberty

Week 6 June 8-12

6A Congress
Kollman, Ch. 5

Rohde, David W. "Reflections on the practice of theorizing: Conditional party government in the twenty-first century." *The Journal of Politics* 75, no. 4 (2013): 849-864.

Binder, Sarah. "How political polarization creates stalemate and undermines lawmaking." Monkey Cage Blog, Washington Post. <https://www.washingtonpost.com/news/monkey-cage/wp/2014/01/13/how-political-polarization-creates-stalemate-and-undermines-lawmaking/>

Recommended: Gamble, Katrina L. "Black political representation: An examination of legislative activity within US House committees." *Legislative Studies Quarterly* 32, no. 3 (2007): 421-447.

6B Interest Groups
Kollman, Ch. 11

McKay, Amy Melissa. "Fundraising for Favors? Linking Lobbyist-Hosted Fundraisers to Legislative Benefits." *Political Research Quarterly* (2018): 1065912918771745.

Film: Dark Money <https://torontopl.kanopy.com/video/dark-money>

Discussion: Against minority preferences?

** Summer Break **

Week 7 July 6-10

7A Presidency^
Kollman, Ch. 6

Thrower, Sharece. 2017. To Revoke or Not Revoke? The Political Determinants of Executive Order Longevity. *American Journal of Political Science*, 61: 642-656.

7B President and Agenda-Setting

Eshbaugh-Soha, Matthew. "Presidential agenda-setting of traditional and nontraditional news media." *Political Communication* 33, no. 1 (2016): 1-20.

Lovett, John, Shaun Bevan, and Frank R. Baumgartner. "Popular presidents can affect congressional attention, for a little while." *Policy Studies Journal* 43, no. 1 (2015): 22-43.

Discussion: Assessing President Trump: powerful and effective?

Week 8 July 13-17

8A Parties

Kollman, Ch. 12

Poole, Keith T., and Howard Rosenthal. *Congress: A political-economic history of roll call voting*. Oxford University Press on Demand, 1997. Ch. 4 <http://go.utlib.ca/cat/940465>

Bawn, Kathleen, et al. "A theory of political parties: Groups, policy demands and nominations in American politics." *Perspectives on Politics* 10.03 (2012): 571-597.

8B Test II

Week 9 July 20-24

9A Media, Social Media and the Rise of Trump

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

Lovett, John, Devin Christensen, and John A. Curiel. "The Trump Twitter Presidency and Branding the News."

https://static1.squarespace.com/static/577aa2e459cc68071cff0249/t/5c475774bba223672037e971/1548179317794/LovettChristensenCuriel_SPSA_TrumpTwitter.pdf

Oliver, J. Eric, and Wendy M. Rahn. "Rise of the Trumpenvolk: Populism in the 2016 Election." *The ANNALS of the American Academy of Political and Social Science* 667, no. 1 (2016): 189-206.

Patterson, Thomas E. "News Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has Consequences." <https://shorensteincenter.org/news-coverage-2016-presidential-primaries/>

9B US Election Primer

Kollman, Ch. 13

Elving, Ron. How Does The Electoral College Work, And Is It Fair? NPR (video/text)

<https://www.npr.org/2016/11/06/500660424/how-the-electoral-college-works-and-why-you-don-t-want-to-think-about-it>

Denniston, Lyle. Has the time come to shut down the Electoral College? March 19, 2019.

<https://constitutioncenter.org/blog/has-the-time-come-to-shut-down-the-electoral-college>

Steger, W. (2013), "Polls and Elections: Two Paradigms of Presidential Nominations." *Presidential Studies Quarterly*, 43: 377–387.

Discussion: Who benefits from electoral college? Who would benefit from a national election? Is it time to get rid of the electoral college?

Week 10 July 27-31

10A+B Populism, Race & Threat: Understanding the US Presidential Election^

Coates, Ta-Nehisi. "The first white president." *The Atlantic* (October 2017): 74-87.

French, David. "No, Ta-Nehisi Coates, Trump Isn't 'America's First White President'" *National Review* September 12, 2017.

<http://www.nationalreview.com/article/451289/ta-nehisi-coates-wrong-hillary-clinton-not-racism-why-donald-trump-president>

Bitecofer, Rachel. *The Unprecedented 2016 Presidential Election*. Palgrave Macmillan, 2018, Ch. 7 "Everybody Sucks, 2016," pp. 93-103. https://link.springer.com.myaccess.library.utoronto.ca/chapter/10.1007/978-3-319-61976-7_7

Cramer, Katherine. "The Views of Populists: What Trump Voters' Perspectives and Perceptions of Trump Voters Tell Us About US Democracy." https://faculty.polisci.wisc.edu/kwalsh2/wp-content/uploads/2017/10/Cramer_VIEWS-of-populists_PrincetonIdentity2017_FINAL_r.pdf

Reny, Tyler T., Loren Collingwood, and Ali A. Valenzuela, "Vote Switching in the 2016 Election: How Racial and Immigration Attitudes, Not Economics, Explain Shifts in White Voting," *Public Opinion Quarterly*, Volume 83, Issue 1, Spring 2019, Pages 91–113

Sides, John, Michael Tesler and Lynn Vavreck *Identity Crisis* Princeton University Press, 2018 (pages 14-20 (economy and presidential approval); 50-60 (news coverage of Trump); 76-87 (Trump appeals) –available online through library <http://go.utlib.ca/cat/12297179> and/or read <https://www.vox.com/policy-and-politics/2018/11/5/18052390/trump-2018-2016-identity-politics-democrats-immigration-race> & <https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/03/how-political-science-helps-explain-the-rise-of-trump-the-role-of-white-identity-and-grievances/>

Discussion: Coates. Did Trump really win because of racism, or something else?

Trump will win _STATE_ Paper, due July 31 at 11:59 pm

Week 11 August 3-7

11A Public Opinion
Kollman, Ch. 9

11B Polarization & Public Opinion^

Abramowitz, Alan I., and Kyle L. Saunders. "Is polarization a myth?" *The Journal of Politics* 70.02 (2008): 542-555.

Hetherington, Marc J., Meri T. Long, and Thomas J. Rudolph. 2016. "Revisiting the Myth: New Evidence of a Polarized Electorate." *Public Opinion Quarterly* 80, no. S1: 321-350.

Mason, Lilliana. (2015), "I Disrespectfully Agree": The Differential Effects of Partisan Sorting on Social and Issue Polarization. *American Journal of Political Science*, 59: 128–145.

Discussion: Can the US bridge the divide between red and blue?

Week 12 August 10-14

12A Judiciary

Kollman, Ch. 8

Film: "Advise & Dissent" <https://torontopl.kanopy.com/video/advise-dissent>

12B Looking forward

TBA

Discussion: Is American democracy at risk?

Survey Data Assignment due August 14, 11:59 pm

Final Exam: TBA (August 19-27)