

# Dalhousie University

## POLI 3378

### U.S. Constitutional Government and Politics

#### Fall 2017, 3 Credit Hours

Instructor: Dr. David Banoub

Email: [David.Banoub@dal.ca](mailto:David.Banoub@dal.ca)

Class time: Mondays and Wednesdays, 1305-1425.

Class Room: Sir James Dunn Building, Room 135

Office: Mona Campbell Building, Room 1201

Office Hours: Mondays and Wednesdays, 1130-1230, or by appointment

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#### Course Description

POLI 3378 is an overview of America's constitutional and political orders, highlighting the separation of powers between the executive, the judiciary, and the legislative branches, and the influences and pressures on America's political order. While largely focused on the federal level, the course will include the complicated negotiations between federal and state governments, and the evolution of electoral and party systems.

Arranged thematically, the course will take a historical approach to understanding politics, emphasizing the origins and evolution of American government, and the interactions between politicians, political institutions, and the citizenry. At the same time, students will be encouraged to reflect on the ongoing relevance of these issues — how contemporary issues reproduce or break from historical precedents. While the course will stress political institutions, students are encouraged to consider how politics are culturally informed, investigating how administrative ideas draw from and contribute to ideas about race, class, and gender.

The class is scheduled as two 80-minute lectures per week. Students are expected to be prepared to discuss assigned readings and to respond to texts and videos presented in class. The second class each week will include lengthy discussion of assigned readings. Students are invited to bring their own analyses and interests regarding the assigned readings. Politics is a multi-vocal exercise and any discussion of politics benefits from multiple speakers engaging with the material. Participation marks will be awarded, in part, based on active and constructive contribution to the discussions.

## Course Objectives

Students will be able to identify and explain the roles of the different branches of the American government. Students will develop a familiarity with importance of the Constitution, American federalism, the electoral system, and development of the major political parties. Students will be introduced to a wide range of literature and approaches to examine politics.

## Readings

The required textbook for the course is: Samuel Kernell, et al. *The Logics of American Politics*, 8<sup>th</sup> edition. Thousand Oaks, California: CQ Press, Sage Publications, 2018.

All other required readings will be available online, either posted on or linked from the class Brightspace

If you have any problems accessing the posted material, please let me know immediately.

**Note:** Essential course content and information is housed on this course's Brightspace, including supplementary readings, discussions, and media content NOT listed below. Students are required to access this content.

## Recommended Readings

The following texts are available online or in the Killam Library. These will provide supplemental information on lectures and course themes. These readings may be used for the research assignment.

Bartels, Larry M. *Unequal Democracy: The Political Economy of the New Gilded Age*. New York; Princeton: Princeton University Press, 2010. Online.

Dahl, Robert A. *On Political Equality*. New Haven: Yale University Press, 2006. Online.

Hershey, Marjorie Randon, Burden, Barry C, and Wolbrecht, Christina, editors. *U.S. Political Parties*. Thousand Oaks, California: CQ Press, 2014. Online.

Howell, William G. *Power without Persuasion: The Politics of Direct Presidential Action*. Princeton, N.J: Princeton University Press, 2003.

Klingemann, Hans-Dieter and Goodin, Robert E., *A New Handbook of Political Science*. Oxford: OUP Oxford, 1996. Online.

Lee, Frances E. *Beyond Ideology Politics, Principles, and Partisanship in the U.S. Senate*. Chicago: University of Chicago Press, 2009. Online.

Mayhew, David R. *Parties and Policies: How the American Government Works*. New Haven Conn.: Yale University Press, 2014.

Olson, Mancur. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, Mass: Harvard University Press, 2009.

Pocklington, T. C., *Liberal democracy in Canada and the United States: An Introduction to Politics and Government*. Toronto: Holt, Rinehart and Winston of Canada, 1985.

Schlesinger, Arthur M. *The Imperial Presidency*. Boston: Houghton Mifflin, 1973.

Shepsle, Kenneth A. *Analyzing Politics: Rationality, Behavior and Institutions*, 2<sup>nd</sup> edition. New York: W.W. Norton & Co., Part III, 2010. Online.

Thomson, Alex, *A Glossary of US Politics and Government*. Stanford, CA: Stanford Law and Politics, 2007. Online.

### **Assignments and Evaluation**

Participation 10%  
Reading Response 10%  
In-class Test 15%  
Essay Outline Assignment 10%  
Research Essay 30%  
Final Exam 25%

#### Participation (10%)

Students are encouraged to attend the regular lectures and participate in class discussions. The participation grade will be based on a combination of active and positive contribution to the class, and the student's critical engagement with the course themes and readings. While speaking in class is one way to participate, it is not the only consideration. Posting questions and comments to the Brightspace, emailing questions, coming to office hours, and responding to feedback on assignments are all part of actively participating in the course.

#### Critical Reading Response (10%)    **Due: September 29**

This assignment (3-4 pages) is a reading response to a political document (assigned links will be provided on the course Brightspace). Detailed instructions will be provided in class and posted on Brightspace.

#### In-class Test (15%)    **October 11**

This test will short identification questions. It will cover terms and concepts from the both the readings and the lectures.

#### Essay Outline Assignment (10%)    **Due: November 1**

This short assignment (2-3 pages) will identify a research topic, approach, and relevant sources for your research essay.

#### Research Essay (30%)    **Due: November 27**

This assignment (10-12 pages) is a research paper on an issue in American politics and government. Students must engage with at least **eight sources**, at least **five** of which must be scholarly. Detailed instructions and a list of suggested topics will be provided in class.

### **Final Exam (25%)    December TBA**

The term's final exam will test students' understanding of course material as a whole. It will include material from the course readings and from the lectures.

All assignments must be double-spaced and in 12pt., Times New Roman font. Sources should be cited consistently and thoroughly, following Chicago Style.

**[http://www.chicagomanualofstyle.org.ezproxy.library.dal.ca/tools\\_citationguide.html](http://www.chicagomanualofstyle.org.ezproxy.library.dal.ca/tools_citationguide.html)**

### **Late Penalty and Deadlines**

Late assignments will be deducted 5% per day.

Students requesting special consideration for an assignment or an examination must do so in advance of the relevant deadline. Except in the case of an exceptional documented emergency, no extensions will be granted in the 24 hours before an assignment is due.

### **Other Important Dates:**

**October 2:** Last day to withdraw from a Fall term course without a W.

**October 31:** Last day to withdraw from a Fall term course with a W.

**[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)**

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### **University Policies, Statements, Guidelines, and Resources for Support**

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate”

**<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=69&topicgroupid=13908>**

### **Academic Integrity Statement**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Read More:

**[https://www.dal.ca/content/dam/dalhousie/pdf/university\\_secretariat/Syllabus\\_Statement\\_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)**

## **Accessibility Statement**

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Read more:

[http://www.dal.ca/campus\\_life/student\\_services/academic-support/accessibility.html](http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html)

## **Class Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner — perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Students are expected to behave in a civil manner during lectures and discussion groups, though vigorous discussion and conflicting opinions are very welcome. Personal attacks, disrespectful comments, or sexist, racist, homophobic, transphobic, ableist, or other discriminatory remarks will not be tolerated. Students can be expelled from discussion groups or lectures if their behaviour is deemed to be disruptive or inhibits the ability of others to learn.

Read more:

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

As a courtesy to other students and the instructor, please turn off all electronic devices other than those used for taking notes, and in all cases, please put devices on silent mode. The use of electronic devices for activities other than taking class notes is very disruptive to others. Out of respect, please save these activities for outside of class.

## **Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Read more:

<http://www.dal.ca/cultureofrespect.html>

## Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

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## Learning and Support Resources

- General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services: [https://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](https://www.dal.ca/campus_life/health-and-wellness/health-services.html)
- Counselling and Psychological Services: [https://www.dal.ca/campus\\_life/health-and-wellness/counselling.html](https://www.dal.ca/campus_life/health-and-wellness/counselling.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Aboriginal Student Centre: [https://www.dal.ca/campus\\_life/communities/native.html](https://www.dal.ca/campus_life/communities/native.html)
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

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## **Lecture and Readings Schedule:**

This list is a guide only. The instructor may alter the schedule to accommodate guest lectures, or for other logistical or academic considerations. Changes to this outline will be discussed with the class in advance of alterations, as the course progresses. Course content may be altered to reflect developments with current issues.

### **September 6 Introduction**

No readings

### **September 11, 13 The Logic of American Politics**

Kernell, Chapter 1, The Logic of Politics

Howard Zinn, "The Power and the Glory: Myths of American Exceptionalism," *Boston Review*, June 1, 2005.

David Frum, "The Souring of American Exceptionalism," *The Atlantic*, July 3, 2017.

### **September 18, 20 The Constitution**

Kernell, Chapter 2, The Constitution

William H. Rehnquist, "The Notion of a Living Constitution," *Harvard Journal of Law and Public Policy*, 29, 2006: 401-415.

Jonathan Barth, "The Republican Paradox: Liberty, Prosperity, Virtue, and Vice in the American Founding," *Journal of Policy History*, vol. 29(2), 2017: 238-266.

### **September 25, 27 Federalism**

Kernell, Chapter 3, Federalism

Craig Volden, "The Politics of Competitive Federalism: A Race to the Bottom in Welfare Benefits?," *American Journal of Political Science*, vol. 46(2), April 2002: 352-363.

Joseph Bauerkemper, "Once and Future Diplomacy: The Necessity of Treaty Relations," *Indigenous Policy Journal*, vol. 27(1), 2016.

### **September 29 \*\*\*Reading Response Assignment due\*\*\***

**October 2, 4            Rights and Liberties**

Kernell, Chapter 4 Civil Rights

Kernell, Chapter 5, Civil Liberties

Si Sheppard, "Race, Class, and Values in Post-New Deal Presidential Politics: Inverted Class Loyalties as a Trend in Presidential Elections, 2000 - 2012," *New Political Science*, vol. 35(2), June 2013: 272-306.

Maxwell Burkey and Alex Zamalin, "Patriotism, Black Politics and Racial Justice in America," *New Political Science*, vol. 38(3), Sep 2016: 371-389.

**October 9            \*\*\*Thanksgiving — University closed\*\*\***

**October 11            \*\*\*In-class Test\*\*\***

**October 16, 18        Congress**

**Kernell, Chapter 6, Congress**

Colleen J. Shogan, et. al., "Symposium: The Future of Congress," *PS: Political Science and Politics*, vol. 43(2), April 2010: 227-238.

Sarah F. Anzia and Christopher R. Berry. "The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?" *American Journal of Political Science*, vol. 55(3), 2011: 478–93.

**October 23, 25        The Presidency**

Kernell, Chapter 7, The Presidency

Julia R. Azari, "Institutional Change and the Presidential Mandate," *Social Science History*, vol. 37(4), Winter 2013: 483-514.

William F. Grover, "Deep Presidency: Toward a Structural Theory of an Unsustainable Office in a Catastrophic World—Obama and Beyond," *New Political Science*, vol. 35(3) Sep 2013: 432-448.

**October 30, November 1    The Courts**

Kernell, Chapter 9, The Judiciary

Susan Burgess, "Did the Supreme Court Come Out in Bush v. Gore? Queer Theory on the Performance of the Politics of Shame," *Differences: A Journal of Feminist Cultural Studies*, vol. 16(1), Spring 2005: 26-146.

Delilah Dotremon, "The U.S. Supreme Court's Rejection of the Indian Child Welfare Act of 1978," *Indigenous Policy Journal*, vol. 25(1), 2014.

**November 6, 8,        \*\*\*STUDY WEEK\*\*\***

**November 13, 15      Voting and Elections**

Kernell, Chapter 11, Voting, Campaigns, and Elections

Benjamin Highton, "Voter Registration and Turnout in the United States," *Perspectives on Politics*, vol. 2(3) September 2004: 507-515.

Liza Featherstone, "Feminism at the Polls," *Dissent*, vol. 63(3), 2016: 35-41.

Ollie Folke, "Patronage and Elections in U.S. States," *The American Political Science Review*, vol. 105(3), August 2011: 576-585.

**November 20, 22      Political Parties**

Kernell, Chapter 12 Political Parties

Alan S. Gerber, Gregory A. Huber, and Ebonya Washington, "Party Affiliation, Partisanship, and Political Beliefs: A Field Experiment," *The American Political Science Review*, vol. 104(4), Dec 2010: 720-744.

Sarah Binder, Eric D. Lawrence, and Forrest Maltzman. "Uncovering the Hidden Effect of Party," *The Journal of Politics*, vol. 61(3), 1999: 815-831.

Timothy Shenk, "The Next Democratic Party," *Dissent*, vol. 64(1), 2017: pp.12-15

**November 27        \*\*\*Research Essay due\*\*\***

**Nov 27, 29      The Public Sphere**

Kernell, Chapter 13, Interests Groups

Theda Skocpol, Vanessa Williamson, and John Coggin, "The Tea Party and the Remaking of Republican Conservatism," *Perspectives on Politics*, vol. 9(1), 2011: 25-43.

Kara Dellacioppa, Sergio Soto, and Alan Meyer, "Rethinking Resistance and the Cultural Politics of Occupy," *New Political Science*, vol. 35(3), Sep 2013: 403-416.

**Tuesday Dec 5                      Review**

No Readings

## University Grading Practices: Statement of Principles and Procedures

[http://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices.html](http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html)

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		

D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	