

DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE

POLI 3378.03 POLITICAL SCIENCE - American Politics: Polarization and Crisis

Time: 2:30-4 Monday And Wednesday Place: Henry Hicks 217

Instructor: Robert Finbow, Henry Hicks 365, finbow@dal.ca

Office Hours: M-W 4:30-5:30 or by appointment.

The purpose of this seminar course, for senior undergraduates, is to provide a thorough and critical understanding of the American national political process and its current crises and contradictions. It will examine the colonial displacement of first peoples and founding of a colonial “settler” society, the slave-based economy, and the revolutionary route to independence. It examines the framing of the constitution and the novel institutions of separation of powers and federalism. It will consider the contemporary evolution of the presidential-congressional relationship which experiences periods of cooperation, contestation and gridlock, and the important Supreme Court role of judicial review. It will then examine the unique electoral system and political parties and the role of lobbyists and money in politics. Student will examine persistent divisions of class, race, ethnicity and gender which remain hotly contested in contemporary political discourses and practices. These themes will be set in the context of political economy in the world’s wealthiest, but increasingly unequal, society. Contemporary controversies in governance will be highlighted including the divisive culture of “values” politics. Classes will build around student-lead presentations and debates.

Required Text: Glen Krutz and Sylvie Waskiewicz (eds) *American Government*, an OpenStax resource. Rice University 2016 downloadable online at <https://openstax.org/details/american-government> Your book is available in web view and PDF for free! If you prefer, you can also get a print version at a very low cost. You can purchase on iBooks or get a print version from OpenStax or Amazon.com.

You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.) American Government from OpenStax, Print ISBN 1938168178, Digital ISBN 1947172107,

Recommended Texts: David Paletz, Diana Owen and Timothy Cook *21st Century American Government and Politics* 2012 Archived at <https://2012books.lardbucket.org/books/21st-century-american-government-and-politics/>

Paula D. McClain, , and Steven C. Tauber. *American government in black and white: Diversity and democracy.* Oxford University Press, 2018. (On reserve – possibly online eventually).

INFORMATION RESOURCES:

Duncan Watts (Ed.) *Dictionary of American Government and Politics* Edinburgh University Press © 2010 (electronic text) <https://search-credoreference-com.ezproxy.library.dal.ca/content/title/eupamgov?tab=entries&alpha=K>

Kazin, M., Edwards, Rebecca, & Rothman, Adam. (2010). *The Princeton encyclopedia of American political history.* Princeton: Princeton University Press. (electronic text) <https://search-credoreference-com.ezproxy.library.dal.ca/content/title/princetononeaph?tab=contents>

Glossary and information available at Boundless Political Science <https://courses.lumenlearning.com/boundless-politicalscience/>

Constitutional Documents [https://www.gutenberg.org/wiki/Politics_\(Bookshelf\)#Constitutions_and_Manifestos](https://www.gutenberg.org/wiki/Politics_(Bookshelf)#Constitutions_and_Manifestos)

A United States Election Primer (Rutledge Freebook, https://s3-us-west-2.amazonaws.com/tandfbis/rt-files/docs/FreeBooks+Opened+Up/US_Election_Primer_FreeBook_FINAL.pdf)

The instructor will place other materials online or on reserve. Alternative perspectives on course topics may also be found through research institutes and media outlets, though such should be used with caution as these are not peer reviewed academic sources.

ELECTRONICS IN THE CLASSROOM:

While I have not formally banned electronics as some faculty have done, I have noticed them to be a significant distraction which keeps some students from engaging with their colleagues and the instructor to further discussions of the concepts and topics. I would ask you to consider minimizing their use unless required for accessibility purposes.

FYI here is an article outlining the problems for students and for the class as a whole.

https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?_r=0

STUDENT ASSIGNMENTS:

Students will sign up for **one assignment as presenter** to make up **20%** of the final grade. Debate themes will be distributed via Brightspace soon. Student presentations should focus on the **principal themes** of the assigned articles, with the presenters taking opposite sides (or different takes) on the suggested topics. Students should meet prior to the class to work out who will present on each topic. (Sometimes, students find it worthwhile to stage a debate on the themes, but the readings may not always support a debate format. Students are encouraged but not required to use this format). Statements on each question should not exceed **seven to ten minutes** in length. Presenters should submit a written version of their presentation to the professor each week **at the start of the class before** they present. Failure to do so will result in a deduction of **5% out of 20%**. Presenters should avoid reading their papers and should highlight key, controversial points. Presenters should **coordinate their participation** before class, to ensure that all assigned readings are covered, and the debate topic is thoroughly explored. The presentations **are not intended to be article summaries** but should involve an attempt to make an argument for or against a debate proposition.

Students are expected to attend and participate regularly in other weeks for **20%** of the grade. In addition to attendance and classroom participation, students can earn participation credits through use of web resources and suggestion of links etc. Students must provide a declaration of absence form or provide evidence of valid grounds for missing classes. Missed assignments or exams require medical or accommodation documentation.

ESSAY ASSIGNMENT:

Students should submit a **proposal** on their **essay topic**, including an annotated bibliography, thesis statement, and outline of basic argument by **February 13th**. The proposal is not graded but failure to submit once results in loss of 5% of the final essay grade (which would be marked out of 25% instead of 30). The instructor will provide feedback on the proposals. The final research essay of 10-12 pages, due on **March 27th**, will be worth **30%**. Proposals and essays must be submitted via Brightspace drop box for **Urklund** screening; a printed version of the

essay is also required. Late assignments are penalized **2% per day late**. A list of suggested essay topics will be distributed on Brightspace. Students can adjust their essay topic so long as it fits course themes on **American domestic political systems and processes** and they receive **prior approval** of the instructor. Information on all assignments, including debate themes and essay topics will be posted on the Brightspace page early in the term.

There will be a **final examination** for the course, to be worth **30%** of the final grade for the course. The exam will cover material from assigned readings, lecture/discussions, and presentations. It will be a closed book exam in the regular examination period in April. Students will complete 2 essay questions, chosen from three sections spread across all topics from the term. Sample questions will be posted online.

You must complete **all assignments** to pass the course. The course's grading scheme follows the Dalhousie undergraduate academic calendar. The grading thresholds are:

90-100 = A+	77-79 = B+	65-69 = C+	50-54 = D
85-89 = A	73-76 = B	60-64 = C	below 50 = F
80-84 = A-	70-72 = B-	55-59 = C-	

SEMINAR TOPICS:

The following are the seminar topics for the course. Students are expected to read the required readings for presentations and discussion and to attempt recommended readings where possible. Debate topics will be circulated soon.

I INTRODUCTION: FOUNDATION, CONSTITUTION, RIGHTS AND LIBERTIES

1. Introduction to American Government

Required readings: Krutz and Waskiewicz (Ch 1).

Howards Zinn "A People's Constitution: Some Truths Are Not Self-Evident" *The Nation*, 245(3), (1987). 87.
<http://web.b.ebscohost.com.ezproxy.library.dal.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=9d149fb6-f25f-478b-881f-802f7bd3bf00%40sessionmgr101>

John Sides, Michael Tesler & Lynn Vavreck *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America* (Princeton U.P. , 2018). Chapter 1 <http://assets.press.princeton.edu/chapters/s11084.pdf>

Recommended Readings

James T. Kloppenberg, "'A Nation Arguing with Its Conscience': Deliberative Democracy, Philosophical Pragmatism, and Barack Obama's Conception of American Governance." *Harvard Magazine*, November-December 2010, 34–40. Available online at http://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfDyzBjFmfID.pdf

McClain and Tauber (Ch. 1)

John Keane "Why Read Tocqueville's Democracy in America?" *The Conversation* April 27, 2015
<http://theconversation.com/why-read-tocquevilles-democracy-in-america-40802>

And for those who feel so inclined Alexis de Tocqueville's *Democracy in America* is available as an ebook at the Killam library.

2. The Constitutional Order

Required readings: Krutz and Waskiewicz (Ch 2).

Steven G Calabresi, Mark E Berghausen, and Skylar Albertson, (2012). "The rise and fall of the separation of powers." *Northwestern University Law Review*, 106(2), 527-549. Available at <http://ezproxy.library.dal.ca/login?url=https://search-proquest-com.ezproxy.library.dal.ca/docview/1030727543?accountid=10406>

Recommended Readings: Paletz, Owen and Cook (Ch. 2).

McClain and Tauber (Ch. 2)

Samuel Kernell, "The True Principles of Republican Government": Reassessing James Madison's Political Science" *Authors website:* <http://pages.ucsd.edu/~skernell/styled/documents/Madison-TruePrinciples.pdf>

3. Civil Liberties and the Bill of Rights

Required readings: Krutz and Waskiewicz (Ch 4).

Recommended Readings: Paletz, Owen and Cook (Ch. 4).

McClain and Tauber (Ch. 4)

Kent Greenfield "The Limits of Free Speech" *The Atlantic* March 13, 2015; available online at <https://www.theatlantic.com/politics/archive/2015/03/the-limits-of-free-speech/387718/>

Rauch, Jonathan. "In Defense of Prejudice: Why Incendiary Speech Must Be Protected." *Harper's*, vol. 290, no. 1740, 1995, p. 37. <https://search-proquest-com.ezproxy.library.dal.ca/docview/1301550104/fulltextPDF/EF0B536FDC874108PQ/1?accountid=10406>

Jonathan Tobin "Freedom for Religion, Not from It" *Commentary* May 5, 2014; available on line at <https://www.commentarymagazine.com/culture-civilization/religion/freedom-for-religion-not-from-it-greece-v-galloway-church-state-separation/>

4. Civil Rights I: Race relations, Indigenous peoples,

Required readings: Krutz and Waskiewicz (Ch 5).

Maxwell Burkey and Alex Zamalin, "Patriotism, Black Politics and Racial Justice in America," *New Political Science*, vol. 38(3), Sep 2016: 371-389. Available online at <https://www.tandfonline-com.ezproxy.library.dal.ca/doi/pdf/10.1080/07393148.2016.1189031?needAccess=true>

Judith Resnik, "Dependent sovereigns: Indian tribes, states, and the federal courts." *The University of Chicago Law Review* 56.2 (1989): 671-759. Available online at https://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?referer=https://scholar.google.ca/&httpsredir=1&article=1927&context=fss_papers

Recommended Readings: Paletz, Owen and Cook (Ch. 5).

McClain and Tauber (Ch. 5)

James H. Kuklinski, Paul M. Sniderman, Kathleen Knight, et al. "Racial Prejudice and Attitudes Toward Affirmative Action." *American Journal of Political Science* 41, no. 2 (1997): 402–19. Available online at <https://search-proquest-com.ezproxy.library.dal.ca/docview/196858793/fulltextPDF/39D6945424744C8EPO/1?accountid=10406>

Douglass, Frederick. "What to the Slave is the Fourth of July?" *The Heath Anthology of American Literature* 1 (1852): 1818-1836. Available online at <http://www.sjsu.edu/people/cynthia.rostankowski/courses/HUM2BS14/s0/What-to-the-Slave-is-the-Fourth-of-July.pdf>

Jack Citrin et al. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics*, vol. 5, no. 1, 2007, pp. 31–48. Available online at <https://www-jstor-org.ezproxy.library.dal.ca/stable/pdf/20446348.pdf?refreqid=excelsior%3A1bd32c7f80da4a1cfe874aaaf83a7bcf>

4.1 Civil Rights II: Women and Gender in Politics

Required readings: Christopher F. Karpowitz, and Tali Mendelberg. *The Silent Sex: Gender, Deliberation, and Institutions*. Princeton University Press, 2014 Ch. 2,3 74-98; Available as Killam ebook <https://ebookcentral.proquest.com/lib/dal/detail.action?docID=1689374>

Kelly Ditmar, Finding Gender in Election 2016: Lessons from Presidential Gender Watch. Barbara Lee Family Foundation and Center for American Women and Politics, 2017 http://www.cawp.rutgers.edu/sites/default/files/resources/presidential-gender-gap_report_final.pdf

Recommended Readings:

Jennifer Lawless and Richard Fox "Men Rule: Women's Underrepresentation in the US" Women in politics Institute, School of Public Affairs, American University 2012. Available online at <https://www.american.edu/spa/wpi/upload/2012-Men-Rule-Report-web.pdf>

Philip Bump, "Trump's argument against transgender soldiers echoes one used against gays, women and blacks" July 26, 2017; Available online at https://www.washingtonpost.com/news/politics/wp/2017/07/26/trumps-argument-against-transgender-soldiers-echoes-one-used-against-gays-women-and-blacks/?utm_term=.ff07ba9f5352

Katherine Kimmel, Jeffrey R. Lax, and Justin H. Phillips. "Gay rights in Congress: Public opinion and (mis) representation." *Public Opinion Quarterly* 80.4 (2016): 888-913. Available online at <http://www.columbia.edu/~jhp2121/publications/GayRightsInCongress.pdf>

II FORMAL POLITICAL INSTITUTIONS

5. Congress

Required readings: Krutz and Waskiewicz (Ch 11).

Samuel Kernell “Congress, the Troubled Institution” in Kernell and Steven Smith (eds.) *Principles and Practice of American Politics Classic and Contemporary Readings* (7th edition), CR Press 2019, 145-60.

Binder, Sarah. “The Dysfunctional Congress.” *Annual Review of Political Science*, vol. 18, no. 1, 2015, 85–101. Available online at <https://www-annualreviews-org.ezproxy.library.dal.ca/doi/pdf/10.1146/annurev-polisci-110813-032156>

Hall, Richard L., and Frank W. Wayman. “Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees.” *The American Political Science Review*, vol. 84, no. 3, 1990, pp. 797–820. <https://www-jstor-org.ezproxy.library.dal.ca/stable/pdf/1962767.pdf?refreqid=excelsior%3A70b05c6224060c3ad210992085f31ad7>

Recommended Readings: Paletz, Owen and Cook (Ch. 12).

McClain and Tauber (Ch. 6)

Adam Liptak “Smaller States Find Outsize Clout Growing in Senate” *New York Times*, Politics Interactive, 2013; available online at <http://archive.nytimes.com/www.nytimes.com/interactive/2013/03/11/us/politics/democracy-tested.html?hp>

Maggie Astor and K.K. Rebecca Lai “What’s Stronger Than a Blue Wave? Gerrymandered Districts” *New York Times*, NOV. 29, 2018; available online at <https://www.nytimes.com/interactive/2018/11/29/us/politics/north-carolina-gerrymandering.html>

Griff Palmer and Michael Cooper “How Maps Helped Republicans Keep an Edge in the House” *New York Times* Politics DEC. 14, 2012; available online at <https://www.nytimes.com/2012/12/15/us/politics/redistricting-helped-republicans-hold-onto-congress.html>

6. The Presidency

Required readings: Krutz and Waskiewicz (Ch 12).

Terry M. Moe, and William G. Howell. “Unilateral Action and Presidential Power: A Theory.” *Presidential Studies Quarterly*, vol. 29, no. 4, 1999, pp. 850–873. <https://www-jstor-org.ezproxy.library.dal.ca/stable/pdf/27552053.pdf?refreqid=excelsior%3Aef45c45fec551e48a34fe631b704bc2f>

Recommended Readings: Paletz, Owen and Cook (Ch. 13).

McClain and Tauber (Ch. 7)

Shirley Anne Warshaw “The Struggle to Govern in the Trump White House: Competing Power Centers, Personalities, and World Visions The First 7 Months”. *The Forum* Vol. 15. No. 3, November 7, 2017. Published Online: 2017-11-07 | DOI: <https://doi.org/10.1515/for-2017-0036>

David A. Graham, “The Strangest Thing About Trump’s Approach to Presidential Power” *The Atlantic* June 7, 2018; available online at <https://www.theatlantic.com/politics/archive/2018/06/the-strangest-thing-about-trumps-approach-to-presidential-power/562271/>

7. The Courts

Required readings: Krutz and Waskiewicz (Ch 13).

Graber, Mark A. "The Nonmajoritarian Difficulty: Legislative Deference to the Judiciary." *Studies in American Political Development* 7, no. 1 (1993): 35–73.

Recommended Readings: Paletz, Owen and Cook (Ch. 15).

McClain and Tauber (Ch. 9)

Martin, Andrew D., Kevin M. Quinn, Theodore W. Ruger, et al. "Competing Approaches to Predicting Supreme Court Decision Making." *Perspectives on Politics* 2, no. 4 (2004): 761–7. Available online at https://www-cambridge-org.ezproxy.library.dal.ca/core/services/aop-cambridge-core/content/view/12CB7F54E411F9EA07DFADBB82196B0B/S1537592704040502a.pdf/competing_approaches_to_predicting_supreme_court_decision_making.pdf

8. American Federalism: national and state governance

Required readings: Krutz and Waskiewicz (Ch 3, 14).

Donald F. Kettl, "Federalism: Sorting Out Who Does What" in Samuel Kernell and Steven Smith (eds.) *Principles and Practice of American Politics Classic and Contemporary Readings* (7th edition), CR Press 2019, 43-59.

Recommended Readings: Paletz, Owen and Cook (Ch. 3).

McClain and Tauber (Ch. 3)

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

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. <https://www-jstor-org.ezproxy.library.dal.ca/stable/pdf/3088381.pdf?refreqid=excelsior%3A3fcbc95b7a14f06b693e97ac040c1db4>

Dan Levine, "In Trump era, Democrats and Republicans switch sides on states' rights" *Reuters* Jan 26, 2017; available online at <https://www.reuters.com/article/us-usa-trump-legal-analysis/in-trump-era-democrats-and-republicans-switch-sides-on-states-rights-idUSKBN15A1H1>

Milner S Ball "John Marshall and Indian Nations in the Beginning and Now." *John. Marshall Law Review* 33 (1999): Available online at <https://repository.jmls.edu/cgi/viewcontent.cgi?article=1529&context=lawreview>

9. The Bureaucracy and Public Policy

Required readings: Krutz and Waskiewicz (Ch 15, 16).

Jacob S. Hacker and Paul Pierson. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society* 38, no. 2 (2010): 152–204. Available online at <https://journals-sagepub-com.ezproxy.library.dal.ca/doi/pdf/10.1177/0032329210365042>

Recommended Readings: Paletz, Owen and Cook (Ch. 14, 16).

McClain and Tauber (Ch. 8, 16)

III INFORMAL INSTITUTIONS AND POLITICS

10. Political Socialization and Public Opinion

Required readings: Krutz and Waskiewicz (Ch 6); Paletz, Owen and Cook (Ch. 6).

Recommended Readings: McClain and Tauber (Ch. 10)

Rebekah Herrick, "Public Opinion and Minority Interests" in R. Herrick *Minorities and Representation in American Politics* Sage, 2017, Ch. 8.

Benjamin Ginsberg: "The Perils of Polling" Governing America in a Global Era program, Miller Center of Public Affairs at University of Virginia conference, "Has Polling Killed Democracy"? Available online at <https://historynewsnetwork.org/article/51381>

11. Voting and Elections

Required readings: Krutz and Waskiewicz (Ch 7).

E. Black, "Why is turnout so low in US elections? We make it more difficult to vote than other democracies." *MinnPost* Oct. 1, 2014. Available online at <https://www.minnpost.com/eric-black-ink/2014/10/why-turnout-so-low-us-elections-we-make-it-more-difficult-vote-other-democrac/>

Ryan Post, "The implications of Shelby County v. Holder: How the supreme court undid fifty years of social progression." (2015). Available online at https://scholarship.shu.edu/cgi/viewcontent.cgi?referer=https://scholar.google.ca/&httpsredir=1&article=1671&context=student_scholarship

Recommended Readings: Paletz, Owen and Cook (Ch. 8, 11).

McClain and Tauber (Ch. 15)

Abramowitz, Alan, and Jennifer McCoy. "United States: Racial Resentment, Negative Partisanship, and Polarization in Trump's America." *The ANNALS of the American Academy of Political and Social Science*, vol. 681, no. 1, Jan. 2019, pp. 137–156, doi:10.1177/0002716218811309. <https://journals-sagepub-com.ezproxy.library.dal.ca/doi/pdf/10.1177/0002716218811309>

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, no. 3 (2005): 672–88. Available online at <https://www-jstor-org.ezproxy.library.dal.ca/stable/pdf/3647739.pdf?refreqid=excelsior%3Adb1d687307471e7b99af28bbce243eff>

Krauthammer, C. (1990). "Essay: In Praise of Low Voter Turnout". *Time*, 135(21), 88.

Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. "The Big Tilt: Participatory Inequality in America." *The American Prospect* 32, May/June 1997, 74–80. https://search-proquest-com.ezproxy.library.dal.ca/docview/201056405?rfr_id=info%3Aaxri%2Fsid%3Aprimo

12. Political Parties

Required readings: Krutz and Waskiewicz (Ch 9).

Richard Vaelely, "Who Needs Political Parties?" *The American Prospect*, vol. 11, no. 18, 2000, pp. 48–51.
<https://search-proquest-com.ezproxy.library.dal.ca/docview/201135658/fulltextPDF/EC597F7C29264E8DPQ/1?accountid=10406>

Aldrich, John H. "Politics and Parties in America" *Why Parties? The Origin and Transformation of Political Parties in America*. Ch. 1, p. 3-27. The University of Chicago Press, 1995.

Recommended Readings: Paletz, Owen and Cook (Ch. 10)

Lee Drutman, "We Need Political Parties. But Their Rabid Partisanship Could Destroy American Democracy". *Vox* Setp. 5, 2017; available online at <https://www.vox.com/the-big-idea/2017/9/5/16227700/hyperpartisanship-identity-american-democracy-problems-solutions-doom-loop>

McClain and Tauber (Ch. 14)

13. Interest Groups and Social Movements

Required readings: Krutz and Waskiewicz (Ch 10). McClain and Tauber (Ch. 12)

Jennifer Nicoll Victor, 2012. "Gridlock Lobbying: Breaking, Creating, and Maintaining Legislative Stalemate." In Allan J. Cigler and Burdett A. Loomis, eds *Interest Group Politics*, 8th ed., Washington, DC: CQ Press, p. 243-63

Recommended Readings: Paletz, Owen and Cook (Ch. 9).

Tomain, Joseph P. "Gridlock, Lobbying, and Democracy." *Wake Forest Journal of Law and Policy* 7 (2017): 87-. Available online at https://scholarship.law.uc.edu/cgi/viewcontent.cgi?article=1327&context=fac_pubs

McClain and Tauber (Ch. 13)

14. The Media

Required readings: Krutz and Waskiewicz (Ch 8).

Amy Mitchell, Jeffrey Gottfried, Jocelyn Kiley, and Katerina Eva Matsa. "Political polarization & media habits." *Pew Research Center* 21 (2014). Available online at <http://www.journalism.org/2014/10/21/political-polarization-media-habits/>

Allcott, Hunt, and Matthew Gentzkow. "Social Media and Fake News in the 2016 Election." *Journal of Economic Perspectives*, vol. 31, no. 2, 2017, pp. 211–236; available online at <https://www-jstor-org.ezproxy.library.dal.ca/stable/pdf/44235006.pdf?refreqid=excelsior%3A6ba64b0556b6674b91adb16c85df0c05>

Recommended Readings: Paletz, Owen and Cook (Ch. 1).

Robert G. Kaiser, "The Bad News About the News" *The Brookings Essay* October 16, 2014; available online at <http://csweb.brookings.edu/content/research/essays/2014/bad-news-print.html>

McClain and Tauber (Ch. 11)

Alexandra Petri "How Fake News Tricks your Brain" *National Geographic*, March 24, 2017 Available at <https://news.nationalgeographic.com/2017/03/fake-news-science-psychology-quiz/>

15. Wither American Politics?

Required readings: Gilens, M., & Page, B. I. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on politics*, 12(3), 564-581. available online at https://www-cambridge-org.ezproxy.library.dal.ca/core/services/aop-cambridge-core/content/view/62327F513959D0A304D4893B382B992B/S1537592714001595a.pdf/testing_theories_of_american_politics_elites_interest_groups_and_average_citizens.pdf

Matt Dorfman “America Is Not a Democracy How the United States lost the faith of its citizens—and what it can do to win them back” *The Atlantic* March 2918; available online at <https://www.theatlantic.com/magazine/archive/2018/03/america-is-not-a-democracy/550931/>

Robert Lieberman, Suzanne Mettler et. al., “Trumpism and American Democracy: History, Comparison, and the Predicament of Liberal Democracy in the United States” (August 29, 2017). Available online at SSRN: <https://ssrn.com/abstract=3028990> or <http://dx.doi.org/10.2139/ssrn.3028990>

Francis Fukuyama, “Is American Democracy Strong Enough for Trump? The Case Against Panic,” *Politico*, January 23, 2017, Available online at <https://www.politico.com/magazine/story/2017/01/donald-trump-american-democracy-214683>

Recommended Readings:

Taeku Lee, “Bringing Class, Ethnicity, and Nation Back to Race: The Color Lines in 2015” *Perspectives on Politics*, 2005, Vol.3(3), pp.557-561

Jon Sallet “Review of It's Even Worse Than It Looks: How the American Constitutional System Collided With the New Politics of Extremism” *Washington Independent Review of Books* June 6, 2012; available online at <http://www.washingtonindependentreviewofbooks.com/index.php/bookreview/its-even-worse-than-it-looks-how-the-american-constitutional-system-collide>

James A. Stimson, “*Perspectives on Unequal Democracy: The Political Economy of the New Gilded Age.*” *Perspectives on Politics* 7, no. 1 (2009): 151–3. available online at https://www-cambridge-org.ezproxy.library.dal.ca/core/services/aop-cambridge-core/content/view/69FB819A32EEAFAB5605EE7D97D5412F/S1537592709230167a.pdf/perspectives_on_unequal_democracy_the_political_economy_of_the_new_gilded_age.pdf

“America’s widening equality problem, in charts” *Politico* Nov. 20, 2018; available online at <https://www.politico.com/agenda/story/2018/11/20/americas-economic-divide-000864>

“Little Partisan Agreement on the Pressing Problems Facing the U.S.” *Pew Centre* <http://www.people-press.org/2018/10/15/little-partisan-agreement-on-the-pressing-problems-facing-the-u-s/>

INFORMATION FOR STUDENTS:

Add/drop dates for winter term: http://www.dal.ca/academics/important_dates.html

Last Day to Change and Add Classes for registered students: January 18, 2019

Last day to drop winter term courses with no financial implications: January 18, 2019

Last Day to Drop without “W” February 4, 2019

Last Day to Change from Audit to Credit and Vice Versa: February 4, 2019

Last Day to Drop with “W”: February 4, 2019

ACADEMIC INTEGRITY: 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/dept/university_secretariat/academic-integrity.html)

What does academic integrity mean? At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to ensure that these standards are met.

How can you achieve academic integrity? We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie’s policies on academic integrity
https://www.dal.ca/dept/university_secretariat/academic-integrity.html
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally, for example...
- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own • When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help? If you are ever unsure about any aspect of your academic work, contact me

- Academic Integrity website <http://academicintegrity.dal.ca/> Links to policies, definitions, online tutorials, tips on citing and paraphrasing

- Writing Centre (http://www.dal.ca/campus_life/student_services/academic-support/writing-and-studyskills.html) Assistance with learning to write academic documents, reviewing papers for discipline specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>) Online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service <http://studentservices.dal.ca/services/advocacy.html>

Assists students with academic appeals and student discipline procedures.

• Senate Office (<http://senate.dal.ca>) List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee What will happen if an allegation of an academic offence is made against you? As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

ACCESSIBILITY: 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)

STUDENT ACCOMMODATION: Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form. A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require them will be able to participate in the class

Student Code of 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. Read more:

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-lifepolicies/code-of-student-conduct.html

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

INFORMATION ABOUT POLICIES & WHERE TO GO FOR HELP:

The main place to go for information about the course, class policies, handouts, and assignment information and submission links is the course Brightspace page <http://www.dal.ca/brightspace>

Academic Dates: http://www.dal.ca/academics/important_dates.html

Academic Support: http://www.dal.ca/campus_life/student_services/academic-support/advising.html

Academic Integrity Website: <http://academicintegrity.dal.ca/>

Advising and Accessibility Services: <http://www.dal.ca/access>

Libraries: <http://libraries.dal.ca/>

Department of Political Science: <http://www.dal.ca/faculty/arts/politicalscience.html>

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>

Student Health and Wellness (includes Counselling and Psychological Services):

https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

ELearning Website: <https://www.dal.ca/dept/elearning.html>

Student Advocacy Services: <http://dsu.ca/dsas>

Dalhousie Ombudsperson: 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

Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.htm