

DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE

POLI 3378.03 POLITICAL SCIENCE - American Politics: Polarization and Crisis

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

Office Hours: M-W 3-4 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 Texts: 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,

Paula D. McClain and Steven C. Tauber. *American government in black and white: Diversity and democracy*. Oxford University Press, 2018. Available to rent from Redshelf at

<https://www.redshelf.com/book/1062517/american-government-in-black-and-white-1062517-9780190928537-paula-d-mcclain-steven-c-tauber>

Recommended Text: 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/>

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/princetoneaph?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 12th**. 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).

Howard Zinn "A People's Constitution: Some Truths Are Not Self-Evident" *The Nation*, 245(3), (1987). 87. **PDA-48138992** <https://www.uvm.edu/~dguber/POLS21/articles/zinn.htm>

McClain and Tauber (Ch. 1)

Recommended Readings

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>

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

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*

<https://heinonline.org/HOL/P?h=hein.cow/dameal0001&i=1>

2. The Constitutional Order

Required readings: Krutz and Waskiewicz (Ch 2).

McClain and Tauber (Ch. 2)

Recommended Readings: Paletz, Owen and Cook (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>

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).

McClain and Tauber (Ch. 4)

Recommended Readings: Paletz, Owen and Cook (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.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/1301550104?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

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=116265017&site=ehost-live>

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

McClain and Tauber (Ch. 5)

Recommended Readings: Paletz, Owen and Cook (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

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/196858793?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

<http://ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/20446348>

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;

<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/>

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).

McClain and Tauber (Ch. 6)

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>

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

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. JK 21 .P76 2007 – Requested from Mount Allison

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.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/214429399?accountid=10406>

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).

McClain and Tauber (Ch. 7)

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.

<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1111/1741-5705.00070>

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

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 <http://ezproxy.library.dal.ca/login?url=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).

McClain and Tauber (Ch. 9)

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

Graber, Mark A. "The Nonmajoritarian Difficulty: Legislative Deference to the Judiciary." *Studies in American Political Development* 7, no. 1 (1993): 35–73. PDA-48139005

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

<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1017/S1537592704040502>

8. American Federalism: national and state governance

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

McClain and Tauber (Ch. 3)

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. JK 21 .P76 2007 –Requested from Mount Allison

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

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

<http://indigenouspolicy.org/index.php/ipj/article/view/393>

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.

<http://ezproxy.library.dal.ca/login?url=https://dx.doi.org/10.2307/3088381>

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).

McClain and Tauber (Ch. 8, 16)

Recommended Readings: Paletz, Owen and Cook (Ch. 14, 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 <http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1177/0032329210365042>

III INFORMAL INSTITUTIONS AND POLITICS

10. Political Socialization and Public Opinion

Required readings: Krutz and Waskiewicz (Ch 6);

McClain and Tauber (Ch. 10)

Recommended Readings:

Paletz, Owen and Cook (Ch. 6).

Rebekah Herrick, "Public Opinion and Minority Interests" in R. Herrick *Minorities and Representation in American Politics* Sage, 2017, Ch. 8. **PDA-48139008**

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/>

McClain and Tauber (Ch. 15)

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

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

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

<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.2307/3647739>

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

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9005212366&site=ehost-live> *click on "HTML Full Text"

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.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/201056405?accountid=10406>

12. Political Parties

Required readings: Krutz and Waskiewicz (Ch 9).

McClain and Tauber (Ch. 14)

Richard Valelly, "Who Needs Political Parties?" *The American Prospect*, vol. 11, no. 18, 2000, pp. 48–51.

<http://ezproxy.library.dal.ca/login?url=https://search.proquest.com/docview/201135658?accountid=10406>

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

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. PDA-48139280

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>

13. Interest Groups and Social Movements

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

McClain and Tauber (Ch. 13)

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

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 PDA-48139221

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

14. The Media

Required readings: Krutz and Waskiewicz (Ch 8).

McClain and Tauber (Ch. 11)

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/>

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

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

<http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=122833485&site=ehost-live>

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> (link broken) [ebook on order](#)

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

<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1017/S1537592714001595>

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 29 2018; 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

<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1017/S1537592705290345>

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

<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1017/S1537592709230167>

"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 17, 2020

Last day to drop winter term courses with no financial implications: January 17, 2020

Last Day to Drop without "W" January 31, 2020

Last Day to Change from Audit to Credit and Vice Versa: January 31, 2020

University Statements

- **Territorial Acknowledgement:**

Dalhousie University is located in Mi'kma'ki, the ancestral territory of the Mi'kmaq.

- **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. 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

- **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus 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).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre: https://www.dal.ca/campus_life/academic-support/accessibility.html

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

- **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/dept/university_secretariat/policies/student-life/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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

(read more: <https://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.) <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie 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
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising

Classroom Civility and Academic Freedom

1. Classes will be conducted consistent with the faculty member's Art. 3 rights to academic freedom, including control over weight given to specific themes, presentation of materials, and assignments, and interventions and participation by students
2. The Professor has an obligation to ensure the curriculum is covered comprehensively, over a range of topics and perspectives, with enough time for all assigned materials and themes.
3. Students have limited opportunities for participation, appropriately limited by class size and the need for everyone to have an opportunity to earn participation points
4. Students have an obligation not to make personalized interventions focused on the Professor, TAs or other students in a publicly critical way
5. Repeated interventions and personally critical comments directed towards the Professor, TAs or other students may constitute harassment: "vexatious behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affects a person's dignity or psychological or physical integrity and that results in a harmful work environment"; or incivility: "low intensity ... behavior with ambiguous intent to harm the target, in violation of university norms for mutual respect."
6. In case of concerns regarding omissions, errors, or problems with course slides and lecture or reading material, students should express their concerns in writing so that they can be duly considered and addressed. It is not appropriate repeatedly to raise these concerns in class discussions.
7. Students are encouraged to avail themselves of opportunities offered by the Professor to suggest additional readings or themes to consider for sharing with the class.
8. Students are encouraged to work constructively with the Professor to develop projects, essays and research topics consistent with their interests in diverse elements of the political worlds discussed, as past students from various backgrounds have consistently and successfully done.

Article 3: Academic Freedom

3.01 The Parties recognize and affirm that academic freedom is essential to the fulfillment of the purpose of Dalhousie University in the search for knowledge and the communication of knowledge to students, colleagues and society at large. The Parties agree that academic freedom carries with it a corresponding responsibility on the part of Members to use their freedom responsibly, with due concern for the rights of others, for the duties appropriate to the Member's university appointment, and for the welfare of society. Academic freedom does not confer legal immunity either inside or outside Dalhousie University, nor does it prevent collective self-governance and peer evaluation as conducted or approved by the Senate or by other academic, research or professional bodies whether within or outside Dalhousie University. Academic freedom does not require neutrality on

the part of the individual. Rather, academic freedom makes commitment possible.

3.02 The Parties agree that they will not infringe or abridge the academic freedom of any member of the academic community. Members of the bargaining unit are entitled to freedom, as appropriate to the Member's university appointment, in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize, including criticism of the Board and the Association, and freedom from institutional censorship.

3.03 Academic freedom, as appropriate to the Member's university appointment, implies protection of Members by the Board and the Association from pressure intended to hinder or prevent them pursuing their scholarly and research interests and communicating the results thereof to students, colleagues and the community at large. The Parties acknowledge this responsibility, whether such pressure emanates from inside or outside the University.