

DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE

POLI 3378.03 POLITICAL SCIENCE - American Politics: Polarization and Crisis

Instructor: Robert Finbow, finbow@dal.ca

Office Hours: M-W 2-3 on video by appointment (or other times if needed by email request).

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 instructor lectures and student-lead discussions.

Required Texts: Paula D. McClain and Steven C. Tauber. American government in black and white: Diversity and democracy 4th ed. Oxford University Press. Available to rent from at VitalSource:

<https://www.vitalsource.com/en-ca/products/american-government-in-black-and-white-paula-d-mcclain-steven-c-v9780190928537?term=9780190928537>

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 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?alpha=K&institutionId=365&tab=entries>

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 <http://www.gutenberg.org/files/5/5-h/5-h.htm>

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](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

DISCUSSION ASSIGNMENTS:

Students will sign up for **one assignment as lead discussant** to make up **20%** of the final grade. Discussion themes will be distributed via Brightspace soon and students will be encouraged to spread themselves across the topics, which will be set up also in discussion forums. Lead discussants will draft short papers on their topic (roughly 6 pages) and prepare slides or outlines to post in the relevant discussion forums. Lead discussants should focus on the **principal themes** of the assigned articles. If more than one person is signed up for a topic, lead discussants should **coordinate their participation** before class, to ensure that all assigned readings are covered, and the topic is thoroughly explored by taking opposite sides (or different takes) on the suggested topics. Papers should not simply replicate materials from the text but should highlight key, controversial points. The papers are **not intended to be article summaries** but should involve an attempt to make an argument for or against the proposition put forward. Lead discussants should submit the short paper and slides or outline to the professor each week **at the start of the relevant week**. Failure to do so will result in a deduction of **5% out of 20%**.

Students are expected to attend and participate regularly in the online and synchronous discussions in other weeks for **25%** of the grade. At a minimum. Students should participate in **a minimum 2** of the discussion topics from **EACH** of the **3 different sections** outlined below for a total of **6 out of the 16 topics**. You may participate in more discussions if you are able. In addition to discussion participation, students can earn participation credits through use of and suggestion of web resources and links etc. A **detailed rubric** for discussion participation will be

posted on Brightspace. As a basic starting point, your comments and contributions in the forums need to be based on and responsive to the course materials and readings or suitable external sources, and not improvised or based on misinformation

Students must provide a declaration of absence form or provide evidence of valid grounds for missing or delayed discussion participation. Missed or delayed 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 worth 5%. The instructor or TA will provide feedback on the proposals. The final research essay of roughly 10 pages is due on **March 27th** and will be worth **25%**. Proposals and essays must be submitted via **Brightspace** drop box for **Urklund** screening. 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.

FINAL REFLECTIVE ESSAY:

There will be a **final online reflective essay** for the course, worth **25%** of the final grade for the course. This essay will be written over a time limited period during the normal examination schedule in April. It will cover material from required readings, lecture/discussions, and will apply these materials to contemporary issues which will be identified at the time of the examination. Further information will be provided on Brightspace

ASSIGNMENT SUMMARY (late penalty 2% per day):

Essay proposal February 12 5%

Essay: March 27th, 25%.

Lead discussant (date as signed up for) 20%

Discussion Participation/ web use (through the term) 25%

Final reflective essay (scheduled by the registrar) April TBA 25%

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 = FM
80-84 = A-	70-72 = B-	55-59 = C-	below 45 = F

SEMINAR TOPICS:

The following are the topics for the course. They are organized into 3 sections. Students are expected to read the required readings for presentations and discussion and to attempt recommended readings where possible. Lead discussants are advised to read recommended readings as well whenever possible. Discussion topics will be circulated, and discussion forums will be created soon. Students are expected to participate in a minimum of 2 discussions for each section of the class.

PART 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.
<http://web.b.ebscohost.com.ezproxy.library.dal.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=9d149fb6-f25f-478b-881f-802f7bd3bf00%40sessionmgr101>

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 <https://harvardmagazine.com/2010/11/a-nation-arguing-with-its-conscience>

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. <https://babel.hathitrust.org/cgi/pt?id=mdp.39015010748062&view=1up&seq=9>

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: <https://tinyurl.com/y597gexh>

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. <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 Burkley 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=https://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://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/1599849>

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 <https://search-proquest-com.ezproxy.library.dal.ca/docview/196858793/fulltextPDF/39D6945424744C8EPQ/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://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/20446348>

5. 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>

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://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=119351636&site=ehost-live>

Recommended Readings:

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

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

PART II FORMAL POLITICAL INSTITUTIONS

6. 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. PDF in Readings module, BrightSpace

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://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/1962767>

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>

7. 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.

<https://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/27552053>

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 | DOI: <https://doi.org/10.1515/for-2017-0036> PDF in Readings module, BrightSpace

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/>

8. 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.

https://digitalcommons.law.umaryland.edu/cgi/viewcontent.cgi?referer=https://scholar.google.ca/&httpsredir=1&article=1516&context=fac_pubs

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://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/3688543>

9. 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 **PDF in Readings module, BrightSpace**

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

10. 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 <https://doi-org.ezproxy.library.dal.ca/10.1177/0032329210365042>

PART III INFORMAL INSTITUTIONS AND POLITICS

11. 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. <https://ebookcentral.proquest.com/lib/dal/reader.action?docID=5945444&ppg=201>

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>

12. 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 <https://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/3647739>

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

<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9005212366&site=ehost-live>

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://www-proquest-com.ezproxy.library.dal.ca/magazines/big-tilt-participatory-inequality-america/docview/201056405/se-2?accountid=10406>

13. 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://www-proquest-com.ezproxy.library.dal.ca/magazines/who-needs-political-parties/docview/201135658/se-2?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. **PDF in BrightSapce**

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>

14. 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
PDF in Readings module, BrightSpace

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

15. 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=https://www.jstor.org/stable/44235006>

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>

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/>

16. 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://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/43281052>

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://ezproxy.library.dal.ca/login?url=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

<https://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/3689031>

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

January 15	Fees due for winter term Last day to add winter term courses Last day for late registration Last day to drop winter term courses with no financial implications
January 29	Last day to drop winter term courses without a "W" Last day to change winter term courses from audit to credit (and vice versa)
January 31	Exchange/Study Abroad Program application deadline

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES

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

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&loaduserredits=Falso>

University Statements

Academic Integrity http://www.dal.ca/dept/university_secretariat/academic-integrity.html

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.

Accessibility https://www.dal.ca/campus_life/academic-support/accessibility.html

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).

Student Code of Conduct

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

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.

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. Contact the program at elders@dal.ca

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.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

<http://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 (Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html> (Truro)

Fair Dealing Guidelines

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

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

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

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services

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

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.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

Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Faculty or Departmental Advising Support: Studying for Success

Program: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

ONLINE NETIQUETTE

Students will always be expected to engage in online communications in a respectful fashion. This applies to any common areas and discussion groups and exchanges as well as in individual communications with the instructor. The instructor reserves the right to remove any comment, posting or message which violates Dalhousie guidelines for a respect culture. <https://www.dal.ca/cultureofrespect.html> Students who persist in such postings may face removal from course forums or further disciplinary measures.

10 Netiquette Guidelines Online Students Need to Know <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

For further information you might want to consult

<https://dal.brightspace.com/d2l/le/content/126100/viewContent/1834588/View>

https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf

<http://www.albion.com/netiquette/rule1.html>

<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

<https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/>

Academic Freedom

1. Classes will be conducted consistent with the faculty member's Art. 3 rights to academic freedom, including control over the 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 opportunities for participation, appropriately limited by class size and the need for everyone to have an opportunity to earn participation points
4. If students notice 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.
5. 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.
6. Students are encouraged to work with the Professor to develop projects, essays and research topics consistent with course goals and their interests in diverse elements of the political world.

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.