

Political Science 1101-100
Professor Edward Greenberg
Spring, 2010

Contacting Prof. Greenberg

Office Locations:

1. The American Center, Department of Political Science, Room 131 A, Ketchum Bldg (for regularly scheduled office hours)
2. The Institute of Behavioral Science, Bldg #2, 1546 Broadway (1.5 blocks north of Starbuck's at Broadway and University). Available at this location most of the time.

Office Hours

1. W 1:00-2:15 at Ketchum office
2. Available most times during the week at my IBS office (please email or call for an appointment before you trek across campus)

contact info:

303 492-2141 (IBS office)
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Contacting Teaching Assistants

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More detailed contact information for your teaching assistant can be found on the CULearn site. Contact information will also be distributed in your discussion section.

COURSE THEMES

The purpose of this course is to introduce you to the institutions, processes and actors that make up the American political system—which I will call the American Democratic Republic-- and to encourage you to think critically about the nature and quality of American democracy. To achieve these objectives, I use two organizing principles for course reading materials and lectures, one *analytical*, the other *normative or evaluative*:

• Thinking about American politics and government in normative, evaluative terms

In my lectures and in the readings for the course, especially in *The Struggle for Democracy*, I ask that you think about the American system as a whole, as well as particular political practices and institutions, using a clearly articulated democracy "yardstick" for reaching judgments about the degree to which we have become or are becoming more or less democratic than our eighteenth-century republican founders had envisioned. This "yardstick" defines democracy in

terms of three concepts: popular sovereignty, political equality and liberty. We shall examine the hybrid American political system—part eighteenth-century republican and part democratic—and ask whether the democratic part has become more or less prominent.

• An analytical framework for understanding American politics and government

My textbook, *The Struggle for Democracy* (Ninth edition), provides a simple but useful (I hope) framework for helping you to think about how our complicated political system works. The framework will help you see how government, politics and the larger society (economy, society, political culture, America's place in the international system) are deeply and systematically intertwined. The framework is explained in Chapter 1 of the textbook and will be referred to often in my lectures.

In addition to these two organizing principles, the course will pay attention to several important developments that may prove to be broadly consequential for how the American political system operates, the quality of American democracy, and the nature of American citizenship, namely:

- The rise of intense partisanship
- Growing income and wealth inequality
- Challenges to American preeminence in international relations and the global economy

TEXTBOOKS

The required textbook for this course is on sale at the UMC Bookcenter and at the Colorado Book Store on the Hill.

• **Edward S. Greenberg and Benjamin I. Page, *The Struggle for Democracy* (Longman Publishers, Ninth edition, 2009).**

♦ *Special note: earlier editions of this textbook are not acceptable. Only the ninth edition will work in this course.*

♦ *Additional note: I do not want to gain financially by assigning my own book for this course. I will give whatever royalties I earn from this class to one or more Boulder and/or Colorado-based charities. Please let me know if you have suggestions about which charitable organization or organizations should receive this money. I will announce the charity recipients in the announcements section of your CULearn course web site.*

An additional book of readings is also required: **Thomas R. Dye, et. al., *Obama: Year One* (2010).** This book comes free with your shrink-wrapped textbook.

WEB SITES

Official course web site on CULearn: Access this site through CUConnect. If you are registered for the course, you will see a link on the "Connect" site to the course web site on CULearn which is designated SP2010:B1:PSCI:1101-100. The site includes course announcements, key terms, lecture and reading schedules, professor and TA contact information, PowerPoint slides from lectures,* your grades, and lots of other informative stuff.

Please look at the course web site at least once a week during the semester for any changes in assignments and schedules. Please note that any changes in assignments and schedules posted in the announcements section of the course web site take precedence over information in the hardcopy syllabus distributed during the first class session.

* Note on slides: these are brief outlines of where I intend to go during lectures, but I often go in different directions as things occur to me during the class or in response to student questions.

The moral of the story...please attend class, pay attention, and take notes; you will be responsible for lecture materials on examinations whether or not such materials appear on slides.

MyPoliSciLab, from Pearson Longman Publishers, available with the access code that comes with your new, shrink-wrapped textbook: This is a particularly content-rich site, filled with interesting and useful learning materials to supplement materials in the textbook. These include chapter summaries, test questions, review materials, study guides, student polls on current issues, daily politics news feeds, and LongmanParticipate Activities (many of which are recommended assignments, as you will see below).

Registration for MyPoliSciLab

1. Enter http://www.pearsoncustom.com/co/ucb_mpsl into your Web Browser
 2. Click on the Register button
 3. Read the License Agreement and Privacy Policy and click I Accept
 4. Under Do You Have a Pearson Education Account select No and create your Login Name and Password. If you have a Pearson account, select Yes, and enter your previously created Login Name and Password
 5. Type in your Access Code in the fields provided and click Next
 6. Enter your Name, Email Address, and School information
 7. Answer the Security Question and click Next
- If successful, you will receive a Confirmation Screen with your information. This information will also be emailed to you.

Logging In to MyPoliSciLab

1. Enter http://www.pearsoncustom.com/co/ucb_mpsl into your Web Browser
2. Click on the Login button
3. Enter the Login name and password you created and click Next

Need Help?

Assistance is available <http://247.support.pearsoned.com>

Ed Greenberg's Home Page: www.colorado.edu/ibs/PEC/greenberg . Information about your instructor (no doubt more than you want or need to know).

CLICKERS

We will use clickers in this course for taking quizzes, surveying class sentiment and opinions on current issues (confidentiality guaranteed), and discovering whether or not lecture materials are being understood. Please purchase an i-clicker at the book store or use the one you have been using in other classes. Instructions for registering your clicker can be found at <http://www.colorado.edu/its/cuclickers/students/register.html>.

Please register your i-clicker by January 18. We will use clickers beginning in lecture on January 19. If you are having problems, please contact ITS at 5-HELP.

GRADING

Your course grade will be calculated on the following basis:

- **60 percent** will be based on three midterm examinations, one of which will be held during our assigned final exam time slot. (**Exam I=20 percent** of your final course grade; **Exam II=25 percent**; and **Exam III=15 percent** of your final course grade). The exams are non-cumulative in nature; each covers a specific set of course materials. Each exam will include multiple choice items and “identify and tell the significance of” questions and/or a short essay question.
- (note: questions for the examinations will come from lectures, the textboo-- including in-chapter features such as *By the Numbers*, *Using the Framework*, and *Mapping American Politics*—and *Obama: Year One*. **Please be aware that lectures will not simply repeat or review textbook reading assignments but will include substantial additional material for which you are responsible**).
- Grade boundaries for the three midterms are as follows (NOTE: these boundaries already include a curve of sorts; no additional adjustments will be made)
 - 94-100 A
 - 88-93 A-
 - 85-87 B+
 - 80-84 B
 - 77-79 B-
 - 74-76 C+
 - 69-73 C
 - 66-68 C-
 - 63-65 D+
 - 58-62 D
 - 55-57 D-
 - < 55 F

(Your semester recitation section grade, as well as grades on your critical thinking paper, will use the same 100 point scale and grade cutting points.)

- **15 percent** will be based on a critical-thinking essay (see the section on the “critical thinking” question below). The essay should be about 8 double-spaced pages in length, with normal margins and font-size. Late papers will be penalized a half-letter grade for each day beyond the deadline of Friday noon, April 30, 2010. Please submit the essay in both hard-copy and electronic forms to your TA by the deadline.
- **20 percent** will be based on performance in your recitation section. Please note that attendance, participation, and completion of assignments given to you by your TA will play major roles in the determination of your section grade, as will unannounced pop quizzes.
- **5 percent** will be based on the in-class, i-clicker quizzes. There will be one quiz question at the beginning of each class and one at the end. You can earn 1.5 points for simply answering a quiz question and an additional point for providing the correct answer. The maximum i-clicker points for a class, it follows, is 5. In calculating your total semester clicker points, I will count your best 20 class sessions, with a top possible score of 100 points. Because there are 26 class sessions during which clickers will be used, there is a

built-in cushion of 6 free classes to take care of lost or forgotten clickers, having to leave early or arrive late because of personal business and/or problems, etc. Because of this cushion, please do not request any additional adjustments regarding your clicker points for the semester.

Finding your grades: grades for examinations and papers will be posted on the CULearn course site via the "my grades" button on the Course Menu. You may also ask your TA directly or by email.

Extra Credit: none given; none available. Complete the assigned work and you will not need extra credit.

EXAMINATIONS

Exam I. (February 18, in class). This examination will cover all assigned readings and lectures on Topics II-VI. Please arrive as early as possible so we can begin the exam at exactly 9:30. There is no need to bring a blue book.

Exam II. (April 8, in class). This examination will cover all readings and lectures on Topics VIII-XIII. Please arrive as early as possible so we can begin the exam at exactly 9:30. There is no need to bring a blue book.

Exam III. (May 3, 1:30-3:00 PM, in class). This examination will cover all readings and lectures on Topics XV-XVII. There is no need to bring a blue book.

Academic honesty: Each student is expected to sign the following statement from the campus Honor Code that will appear at the end of the examination: "On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this examination."

Make-up Exams: It is not my policy to give make-up examinations, though I recognize that a range of circumstances make this unavoidable at times. Please carefully note the examination dates listed in this syllabus and make your arrangements accordingly. Do not, for example, make travel arrangements that cause you to miss an examination. Last minute emergencies are another matter, of course, but I will ask for some form of evidence or corroboration from you to confirm the existence of such emergencies. Please talk to me about a make-up exam; do not assume I will permit a make-up exam if I have not been notified in advance about a problem.

Review Sessions: will be held before each exam. During these sessions, I will answer any questions that you might have about course materials. Times and locations will be posted in the Announcements section of the course web site and announced in class.

CRITICAL THINKING PAPER

Write an essay in which you assess the quality of democracy in the United States today. *(please submit both hardcopy and electronic forms of the paper to your TA on or before noon on Friday April 30, 2010):*

To write such an essay, you must, at a minimum, do the following:

1. carefully define democracy and use it consistently as a standard of evaluation throughout your essay (you may use the definition offered in the textbook or specify and defend your own definition);

2. describe the most important ways that politics and government in the United States have become more democratic or less democratic over the years; and
3. identify and describe the most important barriers to democracy, if any, that remain.

Guidelines:

1. your essay is due by noon on April 30. Please give it to your TA in both hardcopy and electronic forms.
2. please consult with your TA several times during the semester about the progress of your essay. Your TA may want you to write an outline of the essay and/or the opening paragraph before meeting with you.
3. Your essay should be about 8 pages in length, using standard fonts and formats (1 inch margins, double-spaced, font size 11 or 12).
4. writing the essay **will not require any outside research**. Please rely on course-assigned materials only, including lectures, *the Struggle for Democracy*, Dye's *Obama*, and materials from the MyPoliSciLab web site.
5. What your TA and I will be looking for:
 - the essay is coherently organized;
 - it examines the subject in depth;
 - it is well-written (it makes an argument that can be followed, grammar and spelling are acceptable; and it makes an occasional important/compelling/dazzling insight).
6. Please do not purchase your essay on the internet. Suspicious papers will be submitted to "Turnitin.com" which has proved to be virtually fool-proof in identifying plagiarized material.
7. **Academic honesty:** Please add and sign at the end of your paper the following statement from the campus Honor Code *"On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this paper."*

IMPORTANT UNIVERSITY POLICIES

Sections

All students must be enrolled in both the course and a recitation section. Attendance at section meetings is required.

E-Mail

You are expected to remain in contact with your TA via your official campus email address. Please provide your TA with that address. Regularly check your email for communications from me or your TAs. Such communications are considered to be official. For details of the campus email policy, see Campus Email Policy at <http://www.colorado.edu/policies/email.html>

Students with Disabilities

If you have specific disabilities that require accommodation, please let me or your TA know early in the semester so that your learning needs may be appropriately met. You will be required to provide documentation of your disability to Disability Services Office in Willard 322. Disability Services may be found on their web site at <http://www.colorado.edu/disabilityservices/connect.html>.

Religious Observances

The University of Colorado acknowledges a legal and moral obligation to accommodate all students who must be absent from classes or scheduled exams in order to observe religious holidays. Details of this policy may be found on the University of Colorado web site.

Students who have a religiously-based conflict with classes or exams must, by the end of the third week of class, notify their TA and arrange a way to make up missed work. For campus religiously-based conflict policies, see www.colorado.edu/policies/fac_relig.html.

Multiple Final Exams

If you have 3 or more final exams scheduled on the same day, university policy allows you to arrange an alternative exam time for, and only for, the last exam scheduled for that day.

Expectations

What your TAs and I owe to you:

- We will treat you with respect.
- We will provide a supportive learning environment.
- We will try to the best of our abilities to make this course a worthwhile educational experience.
- We will be there for each scheduled class.
- The TAs and I will be available during regularly scheduled office hours.
- We will answer your questions to the best of our abilities.
- We will evaluate your written work fairly and with care.

Your obligations:

- To act with civility towards your teachers and classmates and help provide a supportive learning environment for everyone....no eating, newspaper reading, disruptive talking; no pets; if you must leave class before it is over, please sit near the rear of the lecture hall. And, perhaps most controversially (I will talk about this in class), **no laptops**, unless you have special needs that require you to use one. Students with such special needs regarding the use of laptops should sit in the first two rows of the classroom.
- To be honest in your academic performance....cheating is dishonorable and unfair to others and to yourself. The consequences for cheating will be the maximum allowed by university rules. Please consult the university's Student Handbook or the following web sites for details: <http://www.colorado.edu/policies/honor.html>; and <http://www.colorado.edu/academics/honorcode>. At a minimum, proven dishonesty on an exam or paper or other assignment will result in a grade of "F" for that piece of work; more than one incident will result in a grade of "F" for the course. All incidents of dishonesty, moreover, must and will be reported to the Honors Code Council.
- To be prepared for each class...you will get more out of your class session if you have read all assigned materials prior to the class and formulated questions on matters about which you are unclear.

♦ If you feel that you are unable to meet these obligations, please sign up for another course while there is time to do so ♦

For university policies regarding student classroom behavior, see www.colorado.edu/policies/classbehavior.html.

LECTURE SCHEDULE AND READING ASSIGNMENTS

Note on lectures and reading: You are required to come to lectures having already read the appropriate chapter in the textbook. You are responsible for knowing the material in each chapter; lectures will not repeat chapter content. (If you don't understand chapter materials, please ask a question about it in class, ask me directly, or ask your TA). For the most part,

lectures will either substantially elaborate one or two key issues in the textbook chapter, or will cover a topic that is not discussed at all in the chapter. Importantly, lectures will make sense in the broader context of understanding provided by having mastered materials in the textbook.

Lecture topics and assignments are listed below. Lecture topics may change as national and international events dictate and/or as the spirit moves me. The upshot: I would strongly advise that you attend lectures and pay attention to the Announcements section on the CULearn course site.

To help you better understand the textbook chapter material, I will devote the first five minutes or so of each lecture period answering any questions you may have about your reading. I will also provide a list of key terms and concepts you are expected to know for each topic on the CULearn course web site.

I. Introduction to the course (1/12)

- Lecture topics:
 - Course objectives, expectations, and requirements
 - Course themes: how democratic is the American democratic republic? and Using the analytical framework
- Required Reading: none assigned

II. Democracy and Eighteenth-Century Republicanism Compared (1/14, 1/19)

- Lecture topics:
 - Republicanism (small "r") and its appeal
 - Democracy (small "d") and its appeal
 - The American democratic republic
- Required Reading: Greenberg and Page (hereafter, G&P), ch. 1
- Recommended in MyPoliSciLab: Roundtable for Ch. 1, "self government."

III. The Constitution (1/21, 1/26, 1/28)

- Lecture topics:
 - Madison's "compound republic"
 - Persistence and change in the American Constitution
- Required Reading: G&P, ch. 2.
- Required Reading: *Federalist Papers*, #10 and #51 (in Appendix, G&P)
- Recommended in MyPoliSciLab: "You are James Madison."

IV. Federalism (2/2)

- Lecture topics:
 - From confederation to federalism
 - The shifting sands of American federalism
 - States' rights and national power
 - Historical transformations
 - "Full faith and credit" and the issue of same-sex marriage
- Required Reading: G&P, ch. 3.
- Recommended in MyPoliSciLab: "Explaining Differences in State Laws."

V. Americans and American Society (2/4, 2/9)

- Lecture topics:
 - The American people and American Society

- International context and involvement
- Required Reading: G&P, ch. 4; YD, ch. 5.
- Recommended in MyPoliSciLab: "Using the Census" and "Is Outsourcing a Good Thing?"

VI. Public Opinion and Political Socialization (2/11, 2/16)

- Lecture topics:
 - Polling: the good, the bad, and the ugly
 - An overview of American public opinion
 - Partisanship and religious commitment
 - Does public opinion determine what government does? Should it?
- Required Reading: G&P, ch. 5
- Recommended in MyPoliSciLab: "You Are a Polling Consultant."

VII. Review and Midterm

- Review: (TBA)
- Study Aids: MyPoliSciLab (various activities) and materials on CULearn course web site, including list of key terms.
- Exam I: (2/18) covering topics II-VI.

VIII. Interest Groups (2/23)

- Lecture topics:
 - The interest group universe
 - How the American system encourages group formation
 - Do interest groups enhance or diminish political equality?
- Required Reading: G&P, ch. 7.
- Recommended in MyPoliSciLab: "You are a lobbyist"

IX. Political Parties (2/25 and 3/2)

- Lecture topics:
 - The enduring two-party system
 - Party change and realignment
- Required Reading: G&P, ch. 9; Fiorina chapter in *Obama*.
- Recommended in MyPoliSciLab: "Third Parties in American History."

X. Political Participation, Elections and Campaigns (3/4, 3/9)

- Lecture topics:
 - Unequal participation
 - Nomination and general election campaigns
 - The 2008 elections in historical perspective
- Required Reading: G&P, ch. 10; Magleby chapter in *Obama*.
- Recommended in MyPoliSciLab: "Interest Groups and Campaign Finance," "Voting Turnout," and "The Electoral College."

XI. Congress (3/11, 3/16)

- Lecture topics:
 - The House and Senate as distinctly different chambers
 - Districting and the end of competition in House elections
 - The rise of partisanship and the decline of civility

- Required Reading: G&P, ch. 11.
- Recommended in MyPoliSciLab: "Congressional Redistricting."

XII. The President, the Presidency, and the Executive Branch (3/18, 3/30)

- Lecture topics:
 - The expansion of presidential responsibilities
 - Presidents, parties, and Congress
 - The domestic and foreign policy presidencies
 - The president as chief executive
- Required Reading: B&P, ch. 12 and pages 407-414 in ch.13; Light chapter in *Obama*.
- Recommended in MyPoliSciLab: "Executive Orders."

XIII. The Supreme Court (4/1, 4/6)

- Lecture topics:
 - The Supreme Court as a supremely political institution
 - The politics of judicial nominations
 - A new direction for the Court?
- Required Reading: G&P, ch. 14.
- Recommended in MyPoliSciLab: "You Are the President."

XIV. Review and Midterm II

- Review: (TBA)
- Study Aids: MyPoliSciLab (various activities) and materials on CULearn course web site, including list of key terms.
- Exam II (4/8) covering topics VIII-XIII.

XV. Civil Liberties (4/13, 4/15)

- Lecture topics:
 - Selective incorporation/nationalization of the Bill of Rights
 - The status of various liberties
 - Civil liberties and terrorism
- Required Reading: G&P, ch. 15.
- Recommended in MyPoliSciLab: "What Speech is Protected by the Constitution?"

XVI. Civil Rights (4/20, 4/22)

- Lecture topics:
 - A brief history of civil rights
 - The status of affirmative action
 - Do civil rights gains translate to gains in political power?
- Required Reading: G&P, ch. 16.
- Recommended in MyPoliSciLab: "The Struggle for Equal Protection."

XVII. Government Policies on the Economy and Social Welfare (4/27, 4/29)

- Lecture topics:
 - The Great Recession and government response
 - Social safety nets and the fight over health care reform
- Required Reading: G&P, chs. 17 and 18; Greenberg chapter in *Obama*.
- Recommended in MyPoliSciLab: "The Growth of the Budget," and "Where the Money Goes."