

Political Science 1101-100, Spring, 2011
Professor Edward Greenberg
Muenzinger E 050

Office Hours

Department of Political Science,
The American Center
Room 131 A, Ketchum

- Monday 3:30-5:00 PM
- Wed. 1:00-2:30 PM

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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 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 political 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* (Tenth 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 (the American

economy, society, and political culture, and the global 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, government's effectiveness, and the nature of American citizenship, namely:

- The rise of intense partisanship
- Growing income and wealth inequality
- The financial collapse of 2008 and the Great Recession
- Challenges to American preeminence in international relations and in the global economy

TEXTBOOK

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* (Pearson Publishing, Tenth Edition, 2011).**

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

♦ *Additional note: Royalties I earn in this class from *The Struggle for Democracy* will be contributed mainly to Boulder and/or Colorado-based charities and non-profits. Please let me know if you have suggestions about which organization or organizations should receive this money. I will announce my total contributions and the recipients in the announcements section of the CULearn course web site.*

WEB SITES

Official course web site on CULearn: You can access this site through CUConnect . The course is designated SP2011:B:PSCI:1101-100-114. The site includes course announcements, lists of key terms, lecture and reading schedules, instructor and TA contact information, slides from lectures,* your grades, and lots of other useful and informative materials.

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 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, simulations, timelines, and visual literacy learning tools.

Registration for MyPoliSciLab

Simply follow the simple directions that are included with your access code number.

Need Help?

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

Ed Greenberg's Home Page

<http://ibs.colorado.edu/directory/profiles/?people=greenberge> Information about your instructor (no doubt more than you want or need to know). Some of you may also be interested in looking at www.teamturbulence.com.

CLICKERS

We will use clickers in this course for gathering opinions on current issues (confidentiality guaranteed), and discovering whether or not lecture materials are being understood. While clicker use will not be graded, your attendance at lectures, as determined by the clickers, will be used in cases where I have to decide border-line grades or decide whether to respond affirmatively to special requests from students.

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 17. We will use clickers beginning in lecture on January 18. If you are having problems, please contact ITS at 5-HELP.

EXAMS, SECTIONS, AND GRADES

Your course grade will be calculated on the following basis:

- **60 percent** will be based on three midterm examinations, the last of which will be administered during our assigned final exam time slot. Each of the exams is worth **20 percent of your 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 lecture (including discussions generated during class sessions) and the textbook-- including in-chapter features such as By the Numbers, Using the Framework, and Mapping American Politics.. **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.***
- **20 percent** will be based on performance in your recitation section. Please note that participation and completion of assignments given to you by your TA will play a major roles in the determination of your section grade, as will unannounced pop quizzes. Attendance will count for one-half of your section grade. *Persistent late arrival and/or early departure from section meetings will count as absences.*
- **20 percent** will be based on a final exam essay that will require you to demonstrate your understanding of and ability to use materials you have studied over the course of the

semester. You will prepare your answer in advance to the questions presented in the next section of this syllabus and write on one of them during the final exam. **PLEASE BRING A BLUE BOOK TO THE FINAL EXAM BUT NOT YOUR NOTES.**

- **Grade boundaries** for all assigned and required work are as follows. *Please note that these boundaries and cut-off points already include a curve; 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

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.

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: I will host a review session 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.

FINAL EXAM BLUE BOOK ESSAY QUESTIONS

Please prepare in advance; I will choose ONE of the following two questions for you to answer at the time of the final exam.

“Turnitin.com”: Please do not purchase your final exam essay on the Internet. Suspicious blue book exams will be submitted to “Turnitin.com” which has proved to be virtually fool-proof in identifying plagiarized material.

Academic honesty: I’ll ask at the time of the final exam that you add and sign at the end of your blue book 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 exam essay."

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).

Essay Question 1. "Based on what you have learned in this course, write an essay in which you assess the quality of democracy in the United States today."

Your essay 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.

Essay Question 2: Explain what you would do to solve the long-term public debt problem in the United States and explain why your plan is a reasonable and achievable one considering what you have learned in this course about American political and governmental institutions and actors.

Your essay must, at a minimum, do the following:

1. go through the budget exercise required of everyone for Chapter 17 so that you have a clear idea of where you would add revenue and/or cut expenditures.
2. examine which political and governmental institutions and actors might help or hinder the carrying out of your plan to reduce America's long-term debt.

IMPORTANT UNIVERSITY AND CLASS 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. 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 a Disability

If you have a specific disability that requires 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 the Office of Disability Services in the Center for Community, room N 200. Disability Services may be found on their web site at <http://www.colorado.edu/disabilityservices>.

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.

Sexual Harrassment

University definition of and policies on sexual discrimination and inappropriate behavior may be found at <http://www.colorado.edu/odh>

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.
- We 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; and 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 AND NO TEXTING** unless you have special needs that require you to use a laptop or to text on a mobile device. Students with such special needs should sit in the first two rows of the classroom after talking with me. (**for a summary of research on multitasking and learning and how the two don't mix, see "Divided Attention" at <http://chronicle.com/article/Scholars-Turn-Their-Attention/63746/>**)
- **To avoid disruptive behavior that harms the class learning environment.** This includes not only the usual suspects—loud and inappropriate personal conversations, angry outbursts, and the like—but also audio or video recording of me or your fellow students without permission. University policies on disruptive behavior can be found at: <http://www.colorado.edu/policies/classbehavior.html>
- **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.
- **To stay informed.** Please try to read one of the nation's major newspapers every day (all have on-line versions).

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

TIPS ON DOING WELL

("go to class, do your homework, and don't party too much")

Please look at the following for tips:

- <http://www.colorado.edu/ftcp/research/clas.html>
- On Facebook, follow the theme "10 ways to survive your first semester."
- "Close the Book. Recall. Write it Down." *Chronicle of Higher Education*.
<http://chronicle.com/article/Close-the-Book-Recall-Write/31819>

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 (1/11)

- 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 (1/13, 1/18)

- 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: "Explore at MyPoliSciLab.com" listed at the end of Ch. 1

III. The Constitution (1/20, 1/25, 1/27)

- 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: "Explore at MyPoliSciLab.com" listed at the end of Ch. 2.

IV. Federalism (1/27, 2/1)

- Lecture topics:
 - From confederation to federalism
 - The shifting sands of American federalism
 - States' rights and national power
 - Historical transformations
 - Recurring issues in federalism
- Required Reading: G&P, ch. 3.
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 3

V. *Americans and American Society* (2/3, 2/8)

- Lecture topics:
 - The American people, society, and economy
 - International context and involvement
- Required Reading: G&P, ch. 4.
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 4

VI. *Public Opinion and Political Socialization* (2/10, 2/15)

- 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: "Explore at MyPoliSciLab.com" listed at the end of Ch. 5.

VII. *Review and Midterm*

- Review: 2/16/11 (room and time TBA)
- Study Aids: "Test Yourself" at the end of each chapter; MyPoliSciLab (various activities); and materials on CULearn course web site, including key terms.
- Exam I: (2/17) covering topics II-VI in the syllabus and lectures.

VIII. Interest Groups (2/22, 2/24)

- Lecture topics:
 - The interest group universe
 - How the American system encourages group formation
 - How the interest group system enhances political equality

- Required Reading: G&P, ch. 7.
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 7.

IX. Political Parties (3/1 and 3/3)

- Lecture topics:
 - The enduring two-party system
 - Party change and realignment
 - Are parties still relevant?
- Required Reading: G&P, ch. 9.
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 9.
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X. Political Participation, Elections and Campaigns (3/8, 3/10)

- Lecture topics:
 - Unequal participation
 - Nomination and general election campaigns
 - The 2008 and 2010 elections in historical perspective
- Required Reading: G&P, ch. 10; "Tracking campaign money" on CULearn.
- On CULearn: "Tracking campaign money."
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 10.

XI. Congress (3/15, 3/17)

- Lecture topics:
 - The House and Senate as distinctly different chambers
 - The rise of partisanship and its effects
 - The broken Senate?
- Required Reading: G&P, ch. 11.
- On CULearn: "The Broken Senate."
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 11.

SPRING BREAK: HAVE FUN AND BE SAFE

XII. The President, the Presidency, and the Executive Branch (3/29, 3/31)

- 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 417-417 and 431-438 in ch.13.
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 12.

XIII. Review and Midterm II

- Review: 4/4/10 (time and room TBA)
- Study Aids: "Test Yourself" at the end of each chapter; MyPoliSciLab (various activities); and materials on CULearn course web site, including key terms.
- Exam II (4/5) covering topics VIII-XII.

XIV. The Supreme Court (4/7, 4/12)

- Lecture topics:

- The Supreme Court as a supremely political institution
 - The politics of judicial nominations
 - What direction for the Court?
- Required Reading: G&P, ch. 14.
- Recommended: "Explore at MyPoliSciLab.com" listed at the end of Ch. 14.

XV. Civil Liberties and Civil Rights (4/14, 4/19, and 4/21)

- Lecture topics:
 - Selective incorporation/nationalization of the Bill of Rights
 - The status of key liberties
 - Civil liberties and terrorism
 - The rights revolution
 - The status of affirmative action and gay rights
- Required Reading: G&P, chs. 15 and 16.
- Recommended: Selected items in "Explore at MyPoliSciLab.com" listed at the end of Chs. 15 and 16 (TBA).

XVI. Government Policies on the Economy and Social Welfare (4/21, 4/26, and 4/28)

- Lecture topics:
 - The short term crisis: financial collapse and the Great Recession
 - The long term crisis: budget deficits, competitiveness, and social justice
 - What can and might be done? Is our system capable of responding?
- Required Reading: G&P, chs. 17 and 18.
- On CULearn: "The Budget Calculator."
- Recommended: Selected items in "Explore at MyPoliSciLab.com" listed at the end of Chs. 17 and 18 (TBA).

XVII. Final Examination (midterm III and final examination essay)

- Review: 4/28 (time and room TBA)
- Study Aids: "Test Yourself" at the end of each chapter; MyPoliSciLab (various activities); and materials on CULearn course web site, including key terms.
- When? Wednesday May 4, 4:30-6:30 PM.
- Midterm III covers topics XIV-XVI; final examination essay (bring blue book) covers the entire course.