

PS 12. Introduction to American Politics
Department of Political Science
University of California, Santa Barbara
Winter 2019

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Office Hours: Thursday 10-12, Ellison 3811

Teaching Assistants:
[[Information Here]]

Course Description

This is an introductory course in American politics. In this course, we will examine how American citizens and institutions interact in the formation of public policy. One of the goals of this course is to teach you theories that can be used to explain politics and political outcomes. In order to provide a series of practical examples for our discussions, we will examine the politics surrounding immigration issues.

Course Policies

Requirements & Evaluation

Grades will be based on a midterm (25%), on-line quizzes on GauchoSpace (5%), a term paper proposal (5%), a term paper (25%), a final exam (30%), and section participation (10%).

On-line quizzes on GauchoSpace (5%):

These quizzes will cover the readings for the week. Quizzes must be completed by 5pm of the Friday of that week.

Term Paper (5% for proposal, 25% for final paper):

The term paper (8-10 pages + footnotes) must be on one of the topics which will be circulated later in the quarter. Papers must be typed and double-spaced with reasonable fonts (10-12) and margins (1-1.25"). Term paper proposals are due on Friday, February 1 and will be 1-2 pages. Term papers are due on Friday, March 1. Late papers will be accepted, but they will be penalized at one-third of a letter grade per day (roughly 3%).

Midterm (25%):

The midterm will be on February 11 and will cover all material covered in lecture, readings, and in section.

Final (30%):

The final will be scheduled in accordance with university policy and will be cumulative.

Section Participation (10%):

Students are assigned to one of 9 sections. You must attend these, and you must attend the section to which you are assigned. Sections may be used for review of class concepts or background material from time to time in addition to encouraging conversation and

working to make course concepts relevant to current politics. *Attendance will be taken and counts towards your grade.* Given the TAs have a lot to cover in every session, please arrive on time: *late arrivals will negatively affect your grade.*

Readings

There is only one required textbook for this course:

Theodore Lowi et al., *American Government: Power and Purpose* – Core edition, 13th or 14th ed.

The required books should be on reserve at the library and available at the UCSB Bookstore. Note that an e-book version of Lowi et al. is available from the publisher for \$40.00 (www.wwnorton.com).

In addition to the required textbook reading, there are additionally scholarly articles designed to engage you in active research within the discipline of political science. All of these readings can be found at Gauchospace. Students should come to lecture prepared, having read the assigned readings for that section of the course. This approach will greatly help with understanding the material in class, and with completing weekly problem sets.

Class Schedule

The Constitutional System – Jan. 7 - Jan. 11

- Lowi et al., chapters 1-2
- Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics." *American Political Science Review*. 94: 251-67.
- Louis DiSipio and Rodolfo O. de la Garza, U.S. Immigration in the Twenty-First Century, chap 1 (Current Immigration and Incorporation Debates)
- American Immigration Council, "Unauthorized Immigrants Today: A Demographic Profile."

Checks and Balances, Federalism – Jan. 14 - Jan. 18

- Lowi et al., chapters 3
- Madison, Federalist Papers #9, #10 and #51
- David Brian Robertson. 2014. "Federalism and American Political Development." *The Oxford Handbook of American Political Development*, ed. Richard M. Valelly, Suzanne Mettler, and Robert C. Lieberman
- Serjeant, Jill. "Hamilton' creator issues musical riposte to immigration debate:"
- Frank and Kramnick, "What 'Hamilton' Forgets About Hamilton"

NO CLASS MON – JAN 21.

Presidency – Jan. 23

- Lowi et al., chapters 7-8

- Jacobs, L. R., & Shapiro, R. Y. (2000). Politicians don't pander: Political manipulation and the loss of democratic responsiveness. University of Chicago Press. Chapters 1-2
- American Immigration Council, "Understanding the Legal Challenges to Executive Action." [<http://www.immigrationpolicy.org/just-facts/understanding-legal-challenges-executive-action>]

Congress – Jan. 28 - Feb. 1

- Lowi et al., chapters 6
- Theriault, S. M. (2006). Party polarization in the US Congress: Member replacement and member adaptation. *Party Politics*, 12(4), 483-503.
- Lee, F. E. (2016). *Insecure majorities: Congress and the perpetual campaign*. University of Chicago Press. - Selections
- Alan Greenblatt, "Can a federal immigration overhaul ever gather momentum?" CQ Researcher 5 June 2015.
- Ryan Lizza, "Getting to Maybe: Inside the Gang of Eight's Immigration Deal." New Yorker 24 June 2013.

Courts/Civil Rights – Feb. 4 - Feb. 8

- Lowi et al., chapters 4-5, 9
- McGuire, Kevin T., and James A. Stimson. "The least dangerous branch revisited: New evidence on Supreme Court responsiveness to public preferences." *The Journal of Politics* 66.4 (2004): 1018-1035.
- The Economist, "A Supreme Court immigration case turns on the meaning of a single word"

MIDTERM EXAM – FEB 11

Campaigns and Elections – Feb. 13

- Lowi et al., chapters 11
- Valentino, Nicholas A., Fabian G. Neuner, and L. Matthew Vandenbroek. 2017. "The Changing Norms of Racial Political Rhetoric and the End of Racial Priming" *Journal of Politics* 80(3).
- Walter Ewing and Guillermo Cantor, "New Americans in the Voting Booth." American Immigration Council. Read the Executive Summary and Introduction (pp. 1-5) and skim the rest. [<https://www.americanimmigrationcouncil.org/research/new-americans-voting-booth-growing-electoral-power-immigrant-communities>]

NO CLASS MON – Feb 18.

Public Opinion, Media – Feb. 20

- Lowi et al., chapters 10, 14

- Dixon, Travis Lemar, and Daniel Linz. 2000. "Overrepresentation and Underrepresentation of African Americans and Latinos as Lawbreakers on Television News." *Journal of Communication* 50(2): 131–154.
- Washington Post, "Trump revives 'Willie Horton' tactic with ad linking illegal immigrant killer to Democrats"
[https://www.washingtonpost.com/nation/2018/11/01/democrats-let-him-into-our-country-trumps-new-ad-links-opponents-illegal-immigrant-killer-its-far-worse-than-infamous-willie-horton-ad-say-critics/?utm_term=.5cccd9994427]
- Pew Research Center, 2015. "Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065: Views of Immigration's Impact on U.S. Society Mixed." Washington, D.C.: September 28, 2015, chapter 4.

Parties and Partisanship – Feb. 25 -Mar. 1

- Lowi et al., chapters 12
- John Aldrich, excerpt from "Why Parties?"
- Larry Bartels, "Partisanship and Voting Behavior, 1952-1996"
- Sides, J., Tesler, M., & Vavreck, L. (2018). Hunting where the ducks are: activating support for Donald Trump in the 2016 Republican primary. *Journal of Elections, Public Opinion and Parties*, 28(2), 135-156.
- Michael Finnegan and Kurtis Lee, "Rubio faces pressure from all sides over his views on immigration." *Los Angeles Times*, 24 November 2015, a1.

Interest Groups – Mar. 4 - Mar. 8

- Lowi et al., chap 13 - 14
- James G. Gimpel and James R. Edwards, Jr., *The Congressional Politics of Immigration Reform*, chap 2 (Public Opinion and Interest Group Influence)
- Martin Gilens and Benjamin Page. 2014 "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics*.
- Eric Ruark, "Immigration Lobbying: A Window into the World of Special Interests."
- Project Vote Smart's List of National Immigration Special Interest Groups
[https://votesmart.org/interest-groups/NA/40#.VlzDr152G_g]

Public Policy – Mar. 11 - Mar. 15

- Lowi, Theodore, "Four Systems of Policy, Politics, and Choice", *Public Administration Review* 32 (July/August, 1972): 298-310.
- Mettler, *Submerged State*, Intro, Chap. 1
- Schram, S. F, J Soss, R. C Fording, and L Houser. 2009. "Deciding to Discipline: Race, Choice, and Punishment at the Frontlines of Welfare Reform." *American Sociological Review* 74(3): 398–422.
- Platoff, Emma. *Texas Tribune*. "Rotten Meat. Chicken Pox. Tearful Separations. Migrants Describe Their Experience in Federal Custody."

Final Notes

Class Participation - Class participants are asked to help create a constructive learning environment in the following ways:

- Please show respect for other students; this includes not interrupting or attacking them personally in class.
- Discussions should take place within a context of academic inquiry and the spirit of understanding diverse perspectives and experiences.
- Any personal information shared by students in class should be considered confidential.

Academic integrity – Students attending the University of California are expected to understand and subscribe to the ideals of academic integrity and to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Using or attempting to use materials, information, study aids, or commercial "research" services not authorized by the instructor of the course constitutes cheating. The Campus Regulations have the following to say about plagiarism: "Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's 'own' words, must also be acknowledged." In addition, submitting the same paper to two classes is also considered cheating because the work is not original for both classes. Any act of plagiarism or other form of cheating will be rewarded with an automatic "F" and referral to the administration for further punishment (typically a two-quarter suspension for plagiarism).

Citations - I realize that few of you (and hopefully none) would cheat. However, quite a few students do not know acceptable reference styles. You don't want to be in the position of having the TA wonder if you are plagiarizing or just don't know how to use quotation marks. So in practical terms, this means that you must learn to use quotation marks, footnotes, and citations for your term papers and other writing assignments. You can find details about citation styles in Diana Hacker's *A Pocket Style Manual*. Another source is the *Chicago Manual of Style*, which you can find here: <https://www.library.ucsb.edu/node/2379>.

Laptops - In order to reduce the distraction that people taking notes on laptops cause, I ask students using laptops to sit in the back of the lecture hall so that students who are taking notes by hand can sit in front. In addition, no recordings (via any medium, from audio to video) of lectures, class discussions, or sections may be made without my prior written permission.

Campus Resources for Students - If you experience difficulty in this course for any reason, please don't hesitate to consult with me or your teaching assistant. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your educational process. A wide range of services is available to support you in your efforts to meet the course requirements:

- Campus Learning Assistance Service: 893-3269. CLAS helps students increase their mastery of course material through course-specific tutoring and academic skills development. Check out our tutorial groups and drop-in tutoring schedules posted on our web site: www.clas.ucsb.edu. Sign up for services at the CLAS main office, Building 477 9-5 daily.
- Counseling and Psychological Services: (893-4411, www.counseling.ucsb.edu) offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources.
- Disabled Students Program: 893-2668; www.sa.ucsb.edu/dsp. DSP provides academic support services to eligible students with temporary and permanent disabilities. Students with disabilities may request academic accommodations online through the UCSB Disabled Students Program at <http://dsp.sa.ucsb.edu/>. Please make your requests for accommodations through the online system as early in the quarter as possible to ensure proper arrangements.