

# POLSC 1100: American Government

Cody A. Drolc

Fall 2019

✉ [cadrolc@mail.Missouri.edu](mailto:cadrolc@mail.Missouri.edu)

Office Hours: T/W 10:30 a.m.–12:00 p.m.

By appointment or upon discovery

Office: Professional 304

🌐 [codydrolc.com](http://codydrolc.com)

Class Hours: M/W/F 9:00–9:50 a.m.

Classroom: Middlebush Hall 309

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## Course Description

This course offers students an introduction to American government, its historical foundations, major institutions, and political processes. We will discuss the Constitution, branches of the Federal Government, federalism, interest groups, public opinion, campaigns and elections, and political parties. This course is designed to motivate further study of American government. When appropriate, we will connect contemporary political affairs with theoretical concepts introduced in class.

## Course Objectives

1. Attain an understanding and appreciation of American political institutions and processes;
2. Employ theories of politics and policy to past, present, and future political events and gain analytic skills necessary to be an active, thoughtful political participant.

## Required Texts

The *The Logic of American Politics* has been purchased and is available at the University bookstore or your preferred purchasing medium. The *American Government Department Reader* is automatically added to Canvas.

Kernell, Samuel, Gary C. Jacobson, Thad Kousser, Lynn Vavreck. 2019. *The Logic of American Politics*. 9<sup>th</sup> Edition. ISBN: 9781544322995. CQ Press.

Note: Referred to as *Logic* for the rest of the syllabus.

University of Missouri Department of Political Science Reader (on Canvas through AutoAccess)

Note: Referred to as *Reader* for the rest of the syllabus.

In addition, most weeks have recommended readings. These are for your benefit but *not* required. I am more than happy to discuss these readings further in class or during office hours.

Journal articles will be posted to Canvas or can be accessed through the University database. If you have trouble finding or accessing a reading that is not from an assigned text, please let me know.

## Course Policies

Please use the information below as a reference for how this class will be conducted. Review this information prior to contacting me with any questions, but I am happy to answer outstanding questions or concerns.

### Graded Assignments

- **60%** of your grade will be determined by three exams given during regular class hours each worth 20% of your total grade.
- **10%** of your grade will come from a short (500-750 word) op-ed that applies political science research to current American political affairs at any level of government. Students are expected use material learned in class to contextualize, analyze, or critique an event or change currently happening or that happened after September 2019. Further detail will be given in class. Students will be graded on content and writing quality. Events I critique in class are not appropriate for this assignment unless the student takes a substantially different approach.
- **20%** of your grade will be determined by weekly quizzes. These will be administered through Canvas and due every Friday by 12:00 p.m. Each quiz will be open by Monday of each week and you will be able to take it as many times as you would like until it is due. I will only record the highest grade. You will not be able to make up missed quizzes.
- **10%** of your grade will be determined by in class participation.

The following scale will be used to convert numeric grades to letter grades:

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0-	60-	63-	67-	70-	73-	77-	80-	83-	87-	90-	93-	97-
59	62	66	69	72	76	79	82	86	89	92	96	100

### Attendance Policy

Your participation grade will reflect preparation for class and thoughtful contributions to class discussion. While I do not take attendance, **students can only earn their participation grade by actually attending class**. It is in your best interest to engage the readings, attend class, and participate in discussions to earn these points. My assessment of your participation is qualitative in nature and therefore raising your hand to “check off” your daily “contribution” will not be enough. The intent of this grade is not to reward extroverts but rather to emphasize that classroom learning depends on the dedication of everyone in the class, not just me. By asking questions that come from a critical evaluation of the reading, you provide the rest of the class with an additional learning opportunity. As a general rule, you should have *at least* one question about the readings formally prepared for every class.

In general, you do not need to notify me of planned or unplanned absences. If you anticipate an extended absence, please inform me ahead of time. Missed classes will impede your ability to earn participation credit, but I understand that situations out of your control (or official University events/activities) arise.

## Email Policy

I welcome emails from students regarding class policies, assignments, and readings. In general, I respond to all emails within 24 hours; however, it may take me longer to do so on weekends or if I am traveling. It is unlikely that I will be able to respond promptly before deadlines such as exams, weekly quizzes, and papers. Please provide *at least* one day for a response if you need an issue clarified about an assignment. Please use my university email instead of the Canvas system. I will not respond to emails unless they come from your .edu address; it is difficult to confirm your identity through other means.

I prefer to have questions about the readings and class discussions asked in person (or during class), but you may also email me. There will also be a Canvas discussion thread where you can ask questions and either your colleagues or I will answer them.

## Make-Up Exam Policy

If an event outside of your control causes you to miss or reschedule an exam, please email me as soon as possible so alternative arrangements can be made. Please note that as a rule I do not reschedule exams except under exceptional circumstances.

## Academic Dishonesty Policy

Cheating and plagiarism undermine the very core of higher education and mission of this class.

Plagiarism includes copying in whole or part from previously published academic works without proper citation, but it also includes passing off someone else's work as your own regardless of whether it has been published. Furthermore, it should go without saying that copying another student's work in this class (even with their permission) violates academic integrity. Refer to the University's policy for further details.

If I determine that you deliberately cheated or plagiarized, you will receive an automatic zero on the assignment, and you may fail the class and/or receive further disciplinary action according to University policy.

## Diversity within the Classroom

This class will explore issues that may be contentious—it's politics after all. I expect that all students treat each other with respect. This means that all arguments in the class should be based on factual claims rather than personal attacks or demeaning insults. I want students to learn to see from each other's points of view even if they disagree. Every person will have an equal chance to speak and share an opinion with the understanding that they must give each other the same respect. **I will not tolerate the denigration of anyone in the class because of their adopted or prescribed social, religious, political, ethnic, racial, gender-based, or sexual identities.**

## Disability Resources and Education Services

To ensure that disability-related concerns are fully addressed starting the first day of class, I ask that any student with disabilities or in need of assistance to contact me as soon as possible. Students

seeking disability-related accommodations and/or aid should both contact me and the Disability Center. The Disability Center can be reached by phone at 573-882-4696, email [disabilitycenter@Missouri.edu](mailto:disabilitycenter@Missouri.edu), the Center's website <https://disabilitycenter.Missouri.edu/>, or in person at S5 Memorial Union.

## Additional Learning Needs

Each of us has a different learning style, and I will do my best to accommodate diverse learning needs in the class. If you need any kind of accommodation, please come talk to me as soon as you can so we can arrange something that works for you.

## Electronics

No electronic devices including laptops and cell phones are permitted during class. Both are distracting to you and other students with the temptation to check email, Instagram, Twitter, Facebook, or Snapchat often overwhelming. More importantly, research suggests that writing your notes by hand compared to typing them on a laptop improves performance and learning comprehension (Luo et al. 2018; Morehead, Dunlosky, and Rawson 2019; Mueller and Oppenheimer 2014). When taking notes by hand, students tend to summarize lectures and class discussions in their own words, whereas students taking notes on a laptop attempt to copy lectures verbatim—doing so is a futile endeavor.

## Class Schedule

I expect students to read *all* the assigned materials before class. This means more than looking at topic sentences or skimming for key words but engaging critically with the scholarship. In particular, note passages that you disagree with or that seem unclear to you, as these are likely ones that benefit from further discussion in class. Readings for each day are numbered.

## Problems of Collective Action and Foundations

M 8/19	Administrativa	No readings
W 8/21	Collective Action and Rational Choice	(1) <i>Logic</i> : Chapter 1
F 8/23	Constitutions and Institutions	(1) <i>Logic</i> : Chapter 2 (2) <i>Reader</i> : Chapter 1: Overby. "Comparing and Contrasting the U.S. and Missouri Constitutions"
M 8/26	Case Study: Electoral College	(1) Riker. 1986. "Gouverneur Morris in the Philadelphia Convention" Recommended: Jenkins, Jeffrey A., and Michael C. Munger. 2003. "Investigating the Incidence of Killer Amendments in Congress." <i>The Journal of Politics</i>

## Federalism

W 8/28	American Federalism <b>No class</b> (APSA)	(1) <i>Logic</i> : Chapter 3, pages 93–119 (2) <i>Reader</i> : Chapter 4: McCulloch v. Maryland (3) <i>Reader</i> : Chapter 4: Gibbons v. Ogden
F 8/30	Modern Federalism <b>No class</b> (APSA)	(1) <i>Logic</i> : Chapter 3, pages 120–133
M 9/2	Labor Day, <b>No class</b>	Do something cool so you can share with the class
W 9/4	Cooperative Federalism	(1) Miller and Keiser. 2013. “State Governments as Entrepreneurs in Securing Federal Benefits for Their Citizens.” <i>Publius: The Journal of Federalism</i> Recommended: Keiser, Lael R. 2001. “Street-level Bureaucrats, Administrative Power and the Manipulation of Federal Social Security Disability Programs.” <i>State Politics and Policy Quarterly</i> , 1(2): 144–164.

## Civil Rights and Liberties

F 9/6	Civil Rights: Historical	(1) <i>Logic</i> : Chapter 4, pages 135–168 (2) <i>Reader</i> : Dyer. “Unenumerated Rights”
M 9/9	Civil Rights: Contemporary	(1) <i>Logic</i> : Chapter 4, pages 169–183 (2) Lax and Phillips. 2009. “Gay Rights in the States: Public Opinion and Policy Responsiveness.” <i>American Political Science Review</i> Recommended: Haider-Markel, Donald P. and Kenneth J. Meier. 1996. “The politics of gay and lesbian rights: Expanding the scope of the conflict.” <i>The Journal of Politics</i> , 58(2), 332–349.
W 9/11	Civil Liberties: Nationalization and Establishment	(1) <i>Logic</i> : Chapter 5, 185–212
F 9/13	Civil Liberties: Applying the Amendments	(1) <i>Logic</i> : Chapter 5, 212–231 (2) <i>Reader</i> : Chapter 7: Missouri ex rel. Gaines v. Canada
M 9/16	Case Study: Internet Privacy	(1) Confessore, LaForgia, and Dance. 2018. “Facebook’s Data Sharing and Privacy Rules: 5 Takeaways from Our Investigation.” <i>The New York Times</i> (2) Kolata. 2019. “Your Data Were ‘Anonymized’? These Scientists Can Still Identify You.” <i>The New York Times</i> (3) Rocher, Hendrickx, and de Montjoye. 2019. “Estimating the success of re-identifications in incomplete datasets using generative models.” <i>Nature Communications</i>
W 9/18	Slavery, Rights, and Attitudes	(1) Acharya, Blackwell, and Sen. 2016. “The Political Legacy of American Slavery.” <i>The Journal of Politics</i> Recommended: Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2018. <i>Deep Roots: How Slavery Still Shapes Southern Politics</i> . Princeton University Press
F 9/20	Review	Come with questions
M 9/23	<b>Exam 1</b>	

## Congress

W 9/25	Duties, Elections, and Representation	(1) <i>Logic</i> : Chapter 6, pages 231–253 (2) <i>Reader</i> : Ang and Overby. “Retirements, Retentions, and Who Controls Congress”
F 9/27	Legislative Organization	(1) <i>Logic</i> : Chapter 6, pages 253–294
M 9/30	Moving the Status Quo	(1) Krehbiel. 1998. <i>Pivotal Politics</i> (excerpt)
W 10/2	The Electoral Connection	(1) <i>Reader</i> : Chapter 6: Mayhew. “Congress: The Electoral Connection” (2) <i>Reader</i> : Chapter 6: Lee. “Insecure Majorities: Congress and the Perpetual Campaign”
F 10/4	Deep-Dive: Oversight	(1) McCubbins and Schwartz. 1984. “Congressional Oversight Overlooked: Police Patrols versus Fire Alarms” <i>American Journal of Political Science</i>

## Presidency and Executive Politics

M 10/7	Foundations and Powers	(1) <i>Logic</i> : Chapter 7, pages 297–324 (2) <i>Reader</i> : Chapter 6: Neustadt. “The Power to Persuade”
W 10/9	Presidents and Policy	(1) <i>Logic</i> : Chapter 7, pages 324–340 (2) <i>Reader</i> : Chapter 6: Skowronek. “Presidential Leadership in Political Time”
F 10/11	Politicization and Centralization	(1) Moe. 1984. “The Politicized Presidency” (pages 235–246 and 269–271) (2) Lewis. 2007. “Testing Pendleton’s Premise: Do Political Appointees Make Worse Bureaucrats?” <i>The Journal of Politics</i> Recommended: Rudalevige, Andrew. 2002. <i>Managing the President’s Program</i> . Princeton University Press Lewis, David E. 2008. <i>The Politics of Presidential Appointments: Political Control and Bureaucratic Performance</i> . Princeton University Press Resh, William. 2015. <i>Rethinking the Administrative Presidency</i> . Johns Hopkins University Press
M 10/14	Two Presidencies?	(1) Wildavsky. 1966. “The Two Presidencies.” Recommended: Canes-Wrone, Brandice, William Howell, and David E. Lewis. 2008. “Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis.” <i>The Journal of Politics</i> 70(1): 1–16.
W 10/16	The Administrative Presidency	(1) Kagan. 2001. “Presidential Administration.” <i>Harvard Law Review</i> (pages 2246–2253, 2281–2303, 2309–2312, and 2383–2385)

## Bureaucracy and Administration

F 10/18	Expansion and Foundations of Bureaucracy	(1) <i>Logic</i> : Chapters 8
M 10/21	Rulemaking	(1) Yackee and Yackee. 2006. "A Bias Towards Business? Assessing Interest Group Influence on the U.S. Bureaucracy." <i>The Journal of Politics</i> Recommended: West, William. 2009. "Inside the Black Box: The Development of Proposed Rules and Limits of Procedural Control." <i>Administration and Society</i> 41(5): 576–599.
W 10/23	All Policy is Implementation	(1) Keiser. 2010. "Understanding Street-Level Bureaucrats' Decision Making: Determining Eligibility in the Social Security Disability Program." <i>Public Administration Review</i>
F 10/25	Representative Bureaucracy	(1) Riccucci and Van Ryzin. 2017. "Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy." <i>Public Administration Review</i>

## Federal Judiciary and Supreme Court

M 10/28	Courts	(1) <i>Logic</i> : Chapter 9
W 10/30	Case Study: Is the Supreme Court Neutral Enough?	(1) <i>Reader</i> : Chapter 6: Scharfenberg. "Can the Supreme Court be Saved?"
F 11/1	Review	Come with questions
M 11/4	<b>Exam 2</b>	

## Public Opinion, Voting, Campaigns, and Elections

W 11/6	Public Opinion and Attitudes	(1) <i>Logic</i> : Chapter 10 (2) <i>Reader</i> : Chapter 4: Putnam. "Bowling Alone: America's Declining Social Capital."
F 11/8	Opinion and Policy Responsiveness	(1) Caughey and Warshaw. 2018. "Policy Preferences and Policy Change: Dynamic Responsiveness in the American States, 1936–2014." <i>American Political Science Review</i>
M 11/11	Voting, Elections, and Campaigns	(1) <i>Logic</i> : Chapter 11
W 11/13	Turnout	(1) Holbein and Hillygus. 2016. "Making Young Voters: The Impact of Preregistration on Youth Turnout" <i>American Journal of Political Science</i> <b>Op-ed Due</b> : Hard copy given to me in class <b>AND</b> uploaded to Canvas

## Political Parties and Interest Groups

F 11/15	I'm Here to Party	(1) <i>Logic</i> : Chapter 12 (2) <i>Reader</i> : Chapter 5: Aldrich. <i>Why Parties? The Origin and Transformation of Political Parties in America</i>
M 11/18	Do Parties Matter?	(1) Krehbiel. 1993. "Where's the Party?" <i>British Journal of Political Science</i>
W 11/20	Basic Interests	(1) <i>Logic</i> : Chapter 13 (2) <i>Reader</i> : Chapter 5: Olson. <i>The Logic of Collective Action</i>
F 11/22	Lobbying Congress <b>Thanksgiving Break</b> <b>Eve</b>	(1) Esterling. 2007. "Buying Expertise: Campaign Contributions and Attention to Policy Analysis in Congressional Committees." <i>American Political Science Review</i>

## Endgame

M 11/25	<b>Thanksgiving Break</b>	
W 11/27	<b>Thanksgiving Break</b>	
F 11/29	<b>Thanksgiving Break</b>	
M 12/2	Review	(1) <i>Logic</i> : Chapter 15 Come with questions Ostrom, Elinor. 1998. "A Behavioral Approach to the Rational Choice Theory of Collective Action: Presidential Address, American Political Science Association, 1997." <i>American Political Science Review</i> , 92(1), 1-22.
W 12/4	<b>Exam 3</b>	
F 12/6	<b>Reading Day: No Class</b>	
T 12/17	<b>Grades Due</b>	