



P.S. 101 INTRODUCTION TO AMERICAN GOVERNMENT Dr. Frank Wayman F'18
1152 Administration Bldg., Tues.-Thurs. 2-3:15 PM [180820]

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DESCRIPTION: This course is designed to provide the students with an understanding of the key government institutions (executive, legislative, and judicial) as they operate in the United States, as well as the functioning of key political organizations such as political parties, interests groups, and community groups. We will also be examining the ideals of the United States, our own values regarding the government, determining for ourselves whether we are living up to our ideals or falling short, and discovering how we can influence change.

This course meets the requirements of the Dearborn Discovery Core Areas of Inquiry. These goals for the Social & Behavioral Analysis category can be found at <http://umdearborn.edu/697934/>

This course is offered as part of the U of M Dearborn Political Science Program. The goals for this program can be found at <http://www.casl.umd.umich.edu/politicalsciences/>

COURSE OBJECTIVES: By the end of the course, students should

- have a basic knowledge and understanding of American political institutions, processes, and policies.
- be able to demonstrate how the American political system evolved and how it is changing in the contemporary world.
- be able to compare the American political and governmental system with institutions and processes elsewhere.
- be able to apply critical thinking and analysis to make evaluations of, and judgments on, institutions, processes, and policies.
- be able to read and understand political science texts and write clear logical prose.
- have the knowledge and understanding for responsible citizenship and political participation and how to be involved.

REQUIRED BOOKS

We have two required books, a textbook and a reader. The reader is Pietro Nivola and David Rosenbloom, eds., *Classic Readings in American Politics*, 3rd edition. N.Y.: St. Martin's Worth Publishers, 1999. ISBN 0-312-08419-6

The textbook is Ken Kollman's *The American Political System*, 2nd edition. N.Y.: W.W. Norton. ISBN 978-3393923292

OTHER REQUIREMENTS: Exams cover lecture and text as well as additional readings and/or videos shown in class, and handouts distributed by me. You are also required to keep up on the current events; NPR (91.7 FM or 101.9 FM or online), BBC News, *The Economist*, *The Christian Science Monitor*, and *The New York Times* are recommended sources. We will discuss this more thoroughly in class.

GRADES AND GRADING POLICY:

Three exams will be given. These will be multiple-choice, essay, and a few identification/terms/fill in the blank. Exams are based on lecture, text, current events, and anything else assigned and/or discussed in class.

The exams in the course will be designed to test your knowledge of the readings and lectures. The three exams will be half multiple choice and half essay. The multiple choice questions will be designed to test your knowledge of specific points in the readings and lectures. The essay portion of each exam will be 25 minutes long, and during that period you will answer one question, assigned to you from a set of about three questions that will be distributed at least one week before the exam. The three questions will attempt to give you the opportunity to integrate your knowledge into a broad perspective of your own on some aspect of foreign policy. You will have to answer the question on the exam without aid of notes, but the opportunity to prepare in advance will insure that you are not caught by surprise by the question. The three exams will have equal weight (each counts for 32 percent of the course grade). No make-up exams will be permitted without documentation of medical exigency (e.g., a physician's note). Six percent of the grade will be a short take-home paper assignment, discussed in class on Sept. 13th and 15th.

Grading Scale:

Grading of the multiple choice tests is curved, to roughly correspond to the historic average University grade, in the B to B- range. Grading of the essay portion of the exam and of the term papers is on a basis of absolute quality rather than a curve. Grades of A correspond to a GPA of 4.0, B is a 3.0, C is a 2.0, and so on down through D (1.0) and E or F (0).

THERE WILL BE NO MAKE UP EXAMS EXCEPT UNDER THE MOST EXTENUATING CIRCUMSTANCES AND WITH PROOF.

On occasion, there will be a few points extra credit offered for an event that is relevant to this course. However, some of you will not be able to take advantage of these because of time restrictions, so don't count on getting extra credit.

OTHER RESPONSIBILITIES AND POLICIES:

I have been asked by the Provost to include the following statement (which should go without saying) --

Code of Conduct from the office of the Provost:

The University of Michigan values academic honesty and integrity. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth by the Code of Academic Conduct, as well as policies established by the schools and colleges. Cheating, collusion, misconduct, fabrication, and plagiarism are considered serious offenses. Violations will not be tolerated and may result in penalties up to and including expulsion from the University.

Any incidences of the above will be reported to the Social Science Department Chair, the CASL Deans office, and the Student's unit and/or school.

DISABILITIES:

The University will make reasonable accommodations for persons with documented disabilities. Students need to register with Disability Resource Services (DRS) every semester they are enrolled for classes. DRS is located in Counseling & Support Services, 2157 UC. To be assured of having services when they are needed, students should register no later than the end of the add/drop deadline of each term.

CLASS POLICIES:

1. No make-up exams will be given except under documented circumstances.
2. **RESPECT.** We are all to respect others opinions, beings, comments, and habits. This does not mean we cannot disagree, nor does it mean we cannot have fun. However, we each need to respect the diversity of our fellow students. There are also topics discussed that may challenge you either intellectually or emotionally; while we try to be sensitive, a university is also a place for inquiry and discovery. More about this in class.
3. Students arriving late should do so as quietly and unobtrusively as possible.
4. In the event that I am aware of a major accident on the road or a weather problem, I may delay class start by five to ten minutes.
5. **ON E-MAIL: E-MAIL IS THE MAIN VEHICLE WE WILL USE TO STAY IN TOUCH OUTSIDE OF CLASS.** For example, if school is canceled, I will send you an email with some attached materials. Anyone without access to the Internet at home should see me the first week of class to have alternative plans in place. While e-mail has become a very important means of communication between students and faculty, there is so much trouble for all of us from hackers and viruses, that it is good to observe appropriate norms of behavior. Because of the threat from viruses and similar plagues, I do not open emails that do not have your name as the sender, or emails that do not have a subject heading that indicates a topic related to you and the course. We should all also be cautious about opening e-mail attachments. This means, for example, your e-mail must actually be readable by me when I click on it; in other words, when I open an e-mail and there is no text because all the text has been placed in an attachment, I do not open the attachment out of caution. I look forward to hearing from you; on the whole, this email system is a blessing.
6. Class discussion and participation is an integral part of this class. If you are within two or three points of a higher grade, your participation and attendance will be taken into account. (I do not count you as present if you are sleeping, carrying on personal discussions, or otherwise "tuned out.")
7. **As a general rule, use of laptop computers and cell phones is not permitted in class, but there are reasonable exceptions for portable computers for class purposes. Please step up to the podium area and notify me, in the first week of class, if you are wish to use a laptop computer.**

Put your pagers on vibrate and turn off your cell phones. (In the event that you are on stand-by to be asked by President Trump to be a liaison in secret meetings with the Syrian rebels, or Donald

Trump has asked you to be his on-call foreign policy advisor, or some critical personal reason, let me know ahead of time). **If your pager or cell phone goes off, or if you read or answer a text, YOU LOSE 5 POINTS. If you get up and leave to be on the phone, you lose five points. If mine goes off, you get five points.**

8 The use of a laptop in class is acceptable ONLY FOR CLASS PURPOSES. Game playing, emailing, and web surfing, unless approved by instructor, are not acceptable. This has become a problem and students have complained privately that it is distracting and annoying. If you feel a need to keep emailing your friends, surfing the web, or playing games, you probably should not come to class. It is your choice. If you have a laptop, I will, on occasion, ask you to look up something we are discussing.

9. I reserve the right to make minor changes to the syllabus, and we may fall behind or surge ahead, but any changes to exam dates (due to school closure, falling behind because we had a speaker, etc.) will be decided by the class by vote.

10. UM-Dearborn's official attendance policy states that, "a student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student's responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester." If you are absent, you must get notes from a fellow student. I will not go over what we covered in class, nor will I excuse you from any assignment or new information unless a real (documented) emergency occurred.

11. I will make every effort to meet with any student so requesting. You need to build relationships with your instructors so when it is time for a recommendation for a scholarship or something else, your instructors will know you. Try to come up and see me at least twice during the semester. I am around many other times than my official hours indicate; just ask. Using my email fwayman@umich.edu is definitely the BEST way to contact me.

Emergency Preparedness:

All students are encouraged to program 911 and UM-Dearborn's University Police phone number (313) 593-5333 into personal cell phones. In case of emergency, first dial 911 and then if the situation allows call University Police.

The Emergency Alert Notification (EAN) system is the official process for notifying the campus community for emergency events. All students are strongly encouraged to register in the campus EAN, for communications during an emergency. The following link includes information on registering as well as safety and emergency procedures information:

<http://umdearborn.edu/emergencyalert/>.

If you hear a fire alarm, class will be immediately suspended, and you must evacuate the building by using the nearest exit. Please proceed outdoors to the assembly area and away from the building. Do not use elevators. It is highly recommended that you do not head to your vehicle or leave campus since it is necessary to account for all persons and to ensure that first responders can access the campus.

If the class is notified of a shelter-in-place requirement for a tornado warning or severe weather warning, your instructor will suspend class and shelter the class in the lowest level of this building away from windows and doors.

If notified of an active threat (shooter) you will Run (get out), Hide (find a safe place to stay) or Fight (with anything available). Your response will be dictated by the specific circumstances of the encounter.

<http://www.casl.umd.umich.edu/classroomsafety>

SCHEDULE: AMERICAN GOVERNMENT PS 101

Please note: we may go slower or faster than indicated, depending on classroom discussion, a significant current event, or for some other reason. Some short readings will be added in the form of class handouts or articles available on-line through the University Library. You will see these especially (but not exclusively) in the last two weeks, as readings to be announced.

WEEK NO. 1: INTRODUCTION, AND AMERICAN POLITICAL CULTURE

Readings from the assigned books: Kollman, chapter 1, and
Nivola Part I, "Political Culture and Traditions"
(including readings by De Tocqueville, Hartz, Beard, Wood, and
Madison).

Also read the handout on Quotations from the American Founding, and other possible related handouts

SEPT. 6 Intro to course; syllabus; text information;
Trigger warnings
Being a college student; syllabus, Canvas, emails, calls, responsibility
What we expect from government; what YOUR main concerns are.

Pre-test (ungraded but mandatory).

SEPT. 11 Pretest results (ungraded but mandatory information quiz)
Plato's Cave. Reading: Allegory of the Cave (Canvas)
Types of government; democracy
Political Thinking and Political Culture Action Chapter 1
Start reading daily updates from the NY Times, BBC, and Real Clear Politics
<http://www.realclearpolitics.com/>

Sept. 12 A select few courses, beginning on this date, may have a registration restriction that requires permission of instructor. The registration restriction will display: Instr Approved Add Required. Although these courses may be open, permission of the instructor is required.

WEEK NO. 2 (starts Sept. 13): THE CONSTITUTION

SEPT. 13 The Constitution.

Kollman, ch. 2, and Nivola, review readings by Beard and Wood (above). Read the U.S. Constitution and the Declaration of Independence and the handout on Quotations from the American Founding

SEPT. 18 Constitutional Democracy: Promoting Liberty and Self-Government, chapter. 2

- *Last day to withdraw from all courses with no penalty*
- *Registration ends*
- *Last day to add*
- *Last day to drop with no penalty*

WEEK NO. 3 (starts Sept. 20): PUBLIC OPINION, POLITICAL PARTICIPATION

SEPT. 20 and 25 Kollman ch. 9-10, and Nivola Part IV, "Political Parties and Elections" (including readings by Anthony Downs, Donald Stokes, Mo Fiorina, and V.O. Key).

WEEK NO. 4 (starts Sept. 27): AMERICAN POLITICAL PARTIES

Kollman, ch. 12

Nivola, Part IV ("Political Parties and Elections" -- including readings by Anthony Downs, Donald E. Stokes, Morris Fiorina, and V.O. Key). Handout by Wayman and Grofman (ca. 27 pages).

WEEK NO. 5 (starts Oct. 4): ELECTIONS AND CAMPAIGNS

Kollman, ch. 13

Re-read Nivola, Part IV

OCT. 11 **EXAM 1. Everything up through week number 5 (inclusive)**

WEEK NO. 6 (starts 10/13) INTEREST GROUPS AND THE MEDIA

October 11th

Kollman, chapters 11 and 14

Nivola, Part III ("Power in America" -- including readings by C. Wright Mills, Robert Dahl, and Bachrach and Baratz)

OCT. 16th

Nivola, Part V ("Interest Groups and Lobbying" -- including readings by Mancur Olson, Richard Hall and Frank Wayman, Hugh Heclo, and E.E. Schattschneider)

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Note: OCT. 15TH AND 16TH HAVE BEEN DESIGNATED AS
UNIVERSITY OF MICHIGAN-DEARBORN FALL BREAK

WEEK NO. 7 (starts 10/18) CONGRESS

Kollman, ch. 5

Nivola, Part VI ("Congress" -- including readings by James Madison, Warren Miller and Donald Stokes, David Mayhew, Nelson Polsby, and Richard Fenno)

Oct. 18 I understand this is the last day to withdraw from all courses paying 50% of tuition and premiums and 100% of all other fees. Grade of "W"

WEEK NO. 8 (starts 10/25) THE PRESIDENCY

Kollman, chapter 6

Nivola, Part VII ("The Presidency" -- including readings by Alexander Hamilton, Aaron Wildavsky, Richard Neustadt, Charles Jones, and Doris Kearns)

WEEK NO. 9 (starts 11/1) THE BUREAUCRACY

Kollman, ch. 7

Nivola, Part VII ("The Bureaucracy" -- including chapters by James Q. Wilson and Herbert Kaufman)

NOV. 8 EXAM 2, everything up through Week Nine (inclusive)

WEEK NO. 10 (starts 11/8) THE JUDICIARY

11/8-11/13 Kollman, ch. 8

Nivola, Part IX ("The Judiciary" -- includes readings by Edward Corwin, Alexander Hamilton, Walter Murphy, and Martin Shapiro, plus Supreme Court cases).

WEEK NO. 11 (starts 11/8) THE STATES AND FEDERALISM

Kollman, ch. 3; Nivola, Part II ("Federalism" -- includes readings by Samuel Beer, Morton Grodzins, Martha Derthick, Alexander Hamilton, James Madison, and Chief Justice John Marshall [in *McCulloch v. Maryland*])

WEEK NO. 12 (starts 11/15) THE PUBLIC POLICY PROCESS, REGULATION, ECONOMIC POLICY, AND SOCIAL WELFARE POLICY

Nov. 17 Kollman, chs. 15-16

Nivola, Part X ("The Policy Process" -- including articles by John Kingdon, Charles Lindblom, Edward Banfield, and Ted Lowi).

WEEK NO. 13 (starts 11/22) CIVIL LIBERTIES AND CIVIL RIGHTS

Kollman, chs. 4

Nivola: re-read Brown vs. Board of Education, Roe v. Wade, and Korematsu v. U.S. There will be an additional handout or electronic access to materials on the Citizens United case.

NOV. 22 No class, Thanksgiving

WEEK NO. 14 (starts 11/29) FOREIGN POLICY AND MILITARY SPENDING

Kollman, ch. 17

Supplemental Readings to be announced.

WEEK NO. 14 (starts 12/6) CONCLUSIONS

Readings to be announced

FINAL EXAM THURSDAY DECEMBER 18th 3:00 – 4:00 PM Same room

ESSAY EXAM QUESTIONS (subject to change up to 2 weeks prior to each exam):

Exam # 1.

Question 1. It has been said that, given the conditions of the time, the Founding Fathers wrote the "best" Constitution possible. Provide arguments that both support and contradict this claim. Be sure to draw upon your knowledge and understanding of the circumstances surrounding the framing of this document as you develop your arguments.

Question 2. In what sense does the Constitution reflect American political culture?

Question 3. What factors influence voters when choosing a candidate? Do these factors vary from election to election? If so, how?

Exam # 2.

Question 1. It has been said that members of Congress represent their constituents well, but that Congress as a whole represents the nation poorly. Provide evidence that both supports and contradicts this claim.

Question 2. What influence do political action committees (PACs) have on members of Congress, in theory and practice? Has this influence level stayed about the same over the last fifty years, or has it been changing, and if so, how has it changed?

Question 3. What are the powers of the President to get the bureaucracy to do his or her bidding ("thousands at his bidding speed, and post o'er land and ocean without rest" -- John Milton)? And what are the powers of the bureaucracy to resist the President ("Poor Ike. He'll sit there and say do this, do that, and nothing will happen. It won't be a bit like the army." -- Harry Truman)?

Exam # 3.

Question 1. What were John Marshall's problems in *Marbury vs. Madison*, and how did he solve them? What were some of the main consequences for the American political system? In general, how great is the power of the Supreme Court to shape the intent of the Constitution and the government's power and jurisdiction?

Question 2. How does our Constitutional framework affect the policy process?

Question 3. What are the pros and cons of the various ways to make policy: the interest group process, democratic deliberation through the people, decisions by the political elite acting in the national interest (the Federalist and Progressive Era models), a responsible two party system, and intervention by the courts.