

# IS 210: American Government

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Section 02: 1500-1550 MW, 1515-1605 F in 113 SSH

Section 03 1000-1050 MWF in 215 Jackson Memorial Hall

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## Course Goals:

This class is an introduction to the institutions and processes of the American Government. As such, we will focus on our time on the constitutional foundations of our current system, the evolution of this system over two hundred and twenty years of history, and the tension between intent and practice. We will discuss the branches of government and how they interact with one another. We will also review how and why Americans vote as they do, and how modern elections are conducted. All the while, we will view the American system as a unique and interesting case when compared to the democratic governments of other countries.

## Requirements and Grading:

### Exams:

There will be three tests and a final exam. Each test will be worth **20% (60% total)** of your grade. The final exam will be worth **30%** of your grade; it will be cumulative, but will focus a good deal on the latter quarter of the class.

### Discussion:

Discussion (**10%**) makes up the final component of your grade. You should never be at a loss to say something. Discuss issues or concerns you had with that days reading. Relate the reading to current events; with the recent election, there should be much to talk about. Compare the reading for the day to the reading from a previous day. I really want you to talk out some of the ideas you have; it is often the best way to process some of the more “heavy” topics we will cover. If I get the sense that the class is not doing the reading, I reserve the right to give unannounced quizzes that will factor into your discussion grade.

Attendance is, of course, mandatory. If you have to miss class for any reason, be sure to contact me well in advance.

## Required Texts:

Lowi, et al: American Government: Power and Purpose (Brief 11th edition) by Theodore Lowi, Benjamin Ginsberg and Kenneth Shepsle. (2010)

Woll (ed): American Government: Readings & Cases (17th Edition) (2012)

The Federalist Papers by Alexander Hamilton, James Madison, John Jay (These are also located for free online. You can find a repository of the Federalist Papers at <http://www.foundingfathers.info/federalistpapers/fedi.htm>)

Brinkley, et al: New Federalist Papers: Essays in Defense of the Constitution by Alan Brinkley, Nelson Polsby and Kathleen Sullivan (1997)

Smith: *The American Anomaly: U.S. Politics and Government in Comparative Perspective* (Third Edition) by Raymond A. Smith (2014)

**Notes:** This syllabus is subject to change as the course moves on and issues arise. Readings noted with an \* available on Canvas.

## Schedule

### Week 1: 1 September - 5 September

Wednesday: *Introduction to the course*

Friday: *The Philosophical Origins*

Lowi, et al, Chapter 1

Woll, Locke: "Second Treatise, Of Civil Government", pp. 3 - 10

### Week 2: 8 September - 12 September

Monday: *Individual Goals and Tensions within the Community*

\*Hardin, Tragedy of the Commons

\*Ostrom, excerpt from *Governing the Commons*, read pp. 1 - 23

Wednesday: *Individual Goals and Tensions within the Community*

Smith: Chapter 1, *The American Nation, State, and Regime*

Friday: *The Founding and the Constitution*

Smith: Chapter 2, *The U.S. Constitution*

Lowi, et al, Chapter 2

### Week 3: 15 September - 19 September

Monday: *Reading the Constitution*

Woll, Roche: "The Founding Fathers: A Reform Caucus in Action", pp. 10 - 31; Tribe and Wolf: "How Not to Read the Constitution", pp. 46 - 51

\* Seidman 2012, "Let's Give Up on the Constitution."

Wednesday: *Federalism*

Smith: Chapter 3, *Federalism*

Friday: *Federalism*

Federalist Papers 16 and 17 (Hamilton)

Federalist Papers 39 and 45 (Madison)

### Week 4: 22 September - 26 September

Monday: *Federalism*

Lowi, et al, pp 48-65 (*Federalism*)

Woll, Bryce: "The Merits of the Federal System", pp. 72 - 74

Wednesday: *The Anti-Federalist Critique*

Woll, Anti-Federalist Paper No. 17, pp. 58 - 61; *McCullough v. Maryland*, pp. 74 - 79; *Gibbons v. Ogden*, pp. 79 - 84;

Friday: *Evolution of Federalism*

Woll, The Fourteenth Amendment, 107 - 110; Gideon v. Wainwright, pp. 110 -115  
Brinkley, et al, Chapter 15

## **Week 5: 29 September - 3 October**

Monday: **Test 1**

Wednesday: *Separation of Powers*

Federalist Papers 10 and 51 (Madison)  
Lowi, et al, pp. 65 - 70

Friday: *Separation of Powers*

Smith: Chapter 4, Separation of Powers

## **Week 6: 6 October - 10 October**

Monday: *Separation of Powers*

Brinkley, et al, Chapters 1 and 3  
\* Connelly, Chapter 4 (“Woodrow Wilsons Congressional Government”)

Wednesday: *Bill of Rights*

Federalist Papers 84 (Hamilton)

Woll, Anti-Federalist Paper 84, pp. 103 - 106; Holmes: “The Need to Maintain a Free Marketplace of Ideas”, pp. 115 - 121; New York Times Co. v. Sullivan, pp. 121 - 127  
Brinkley, et al, Chapter 13

Friday: *Civil Liberties*

Smith: Chapter 12, Domestic Policy: Socioeconomic Regulation, Civil Liberties, and Civil Rights

## **Week 7: 13 October - 17 October**

Monday: *Civil Liberties*

Lowi, et al, Chapter 4

\*RAV v. St. Paul

\*Lemon v. Kurtzman (focus on Sections I, II, and V)

Wednesday: *The Judiciary*

Lowi, et al, Chapter 8

Friday: *The Judiciary*

Federalist Papers 78 and 81 (Hamilton) Woll, Brennan, “How the Supreme Court Arrives at Decisions”, pp. 381 - 389; OConnor, “The Obligation to Follow Precedent”, pp. 389 - 392

## **Week 8: 20 October - 24 October**

Monday: *The Judiciary*

Smith: Chapter 7, The Judicial Branch: The Supreme Court and Federal Courts

Wednesday: *The Judiciary: Right to Privacy*

Woll, Warren and Brandeis, “The Right to Privacy”, pp 148 - 152; Griswold v. Connecticut, pp. 152 - 155;  
Roe v. Wade, pp. 155 - 165

Friday: **Test 2**

## **Week 9: 27 October - 31 October**

Monday: *The Executive: Origins and Power*

Lowi, et al, Chapter 6

Federalist Papers 70, 71, 73, 75 (Hamilton)

Wednesday: *The Executive: Character, Style, and Emergency Powers*

Woll, Rozell, "George Washington and the Origins of the American Presidency" pp. 263 - 267; Rossiter, "The Presidency - Focus of Leadership", pp. 267 - 272; Neustadt, "Presidential Power", pp. 272 - 276; Ex Parte Milligan, pp. 287 - 292

Friday: *The Executive: In Context*

Smith: Chapter 5, The Executive Branch: The Presidency and the Bureaucracy

## **Week 10: 3 November - 7 November**

Monday: *The Executive: Two Presidencies?*

\*Canes-Wrone, et al. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis."

Wednesday: *Presidential Elections: A Review of the 2012 Race*

\*packet of 2012 forecasts

Friday: *Congress: Origins and Strategy*

Federalist Papers 52, 57, 58 (Madison)

## **Week 11: 10 November - 14 November**

Monday: *Congress: Origins and Strategy*

Federalist Papers 64 (Jay)

Federalist Papers 65, 66 (Hamilton)

Wednesday: *Congress: Origins and Strategy*

Woll, Fiorina, "The Rise of the Washington Establishment", pp. 325 - 332; Burke, "Speech to the Electors of Bristol", pp. 336 - 339; Mayhew, "Congress: The Electoral Connection", pp. 339 - 344; Fenno, "Home Style and Washington Career", pp. 344 - 349

Friday: *Congress: Compared*

Smith: Chapter 6, The Legislative Branch: The Two Houses of Congress

## **Week 12: 17 November - 21 November**

Monday: *Congress vs. Parliament*

Wilson, Graham K. "Congress in Comparative Perspective." *Boston University Law Review*. (2009): 827-845.

Wednesday: *Congress, the President, and the Bureaucracy*

Lowi, et al, Chapter 7

\*Shipan, Charles R. "Congress and the Bureaucracy." In Quirk, Paul and Susan Binder (eds.). *The Legislative Branch*. Oxford, UK: Oxford University Press, 2005.

Friday: **Test 3**

## **Week 13: 24 November - 28 November**

Monday: *Elections and the Two-Party System*

\*Abramson, et al 1995. "Third-Party and Independent Candidates in American Politics: Wallace, Anderson, and Perot."

Wednesday: **Thanksgiving Furlough: No Class**

Friday: **Thanksgiving Furlough: No Class**

## **Week 14: 1 December - 5 December**

Monday: *Elections and the Two-Party System*

Lowi, pp. 284 - 312 and Chapter 11

\*Duverger, "The Number of Parties." from Duverger, Maurice. *Political Parties*. Translated by Barbara and Robert North. New York: Wiley & Sons 1954. (read pp 206-210, pp 215-220, 223-228).

Wednesday: *Voter Turnout*

\*Downs, "An Economic Theory of Political Action in a Democracy"

Friday: *Elections and Voting*

Smith: Chapter 9, Voting and Elections

## **Week 15: 8 December - 12 December**

Monday: *Political Parties*

Smith: Chapter 10, Political Parties

Wednesday: *Interest Groups and Lobbying*

Brinkley, et al, Chapters 7 and 8

Woll, Buckley v. Valeo, pp. 227 - 233; Ortiz, The Democratic Paradox of Campaign Finance Reform, pp. 238 - 240

\*Hall and Deardorff, 2006. "Lobbying as Legislative Subsidy"

Friday: *Divided Government and Changing Support*

Woll, Mayhew, *Divided We Govern*, pp. 194 - 202; Key, *A Theory of Critical Elections*, pp. 202 - 208; Key, *The Responsible Electorate*, pp. 216 - 220 Brinkley, et al, Chapter 5

Smith: Chapter 11, Popular Opinion and Public Values

## **Final Exam**

The final examination will be held for section 02 on Thursday 18 December from 1400-1700 and for section 03 on Tuesday 17 December from 0830-1130; you CAN take the examination with either section *provided you have cleared it with me first*. Makeups and changes to the schedule will only be made according to the Fall Semester Exam Orders (Memorandum Number 4) posted on 15 August 2014.

## **Additional Concerns**

### **Grades and Test Review:**

I will not discuss grades over e-mail or in the classroom. I will only discuss them during a set appointment time. This is as much to respect your privacy, as it is to organize the presentation of your marks.

## **Disabilities and Accommodations:**

Please let me know within the first week of class if any of you require assistance or special consideration. I can make accommodations for those who need them but must be informed of these in advance. Any requests for accommodation based on a disability must be documented with the Registrars office.

## **Academic Honesty:**

All work completed in your name must be yours and yours alone. Any work you borrow or ideas you gather from other sources must be cited properly. Please see me if you are concerned about proper citation style. Any attempt to present someone elses work as your own will be met with the harshest consequences. You will receive an F for the assignment, an F for the course, and will be referred to the Honor Court for expulsion. For further information, please see the Colleges webpage.

## **Restrictions:**

No tobacco products, food, beverages, or gum are allowed. Profanity and racial or gender slurs will not be tolerated. Cadets who misuse personal electronic devices in class will be subject to punishment.

## **Appendix A: Work for Grade Policy:**

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live.

Cadets' responsibilities

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "Cadet's own work" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "HELP RECEIVED" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work

for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

## **Appendix B: Department of International Studies & Political Science Work for Grade Policy:**

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis– identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in “2” and “3” above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark ”Help Received” will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (defined above) of a cadet’s written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

**If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.**

Colonel James J. Hentz, Professor and Head