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.

Grades will be based on a midterm (30%), a term paper proposal (5%), a term paper (25%), a final exam (30%), and section participation (10%). The term paper (8-10 pages + footnotes) must be on one of the topics posted on the class web page. Papers must be typed and double-spaced with reasonable fonts (10-12) and margins (1-1.25”). Term paper proposals are due on Friday, Nov. 8. Term papers are due on Monday, November 25. Late papers will be accepted, but they will be penalized. See the term paper assignment page for paper topics and other details.

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).

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.

I strongly recommend that students take notes by hand, not by computer. Recent studies have shown that students learn material better and perform better on tests when they take notes by hand. See Robinson Meyer, “To Remember a Lecture Better, Take Notes by Hand” (posted on GauchoSpace) and Pam Mueller and Daniel Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* 25 (June, 2014):1159-68.

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 the Disabled Students Program 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 website: www.clas.ucsb.edu. Sign up for services at the CLAS main office, Building 477 9-5 daily.
- **Counseling and Psychological Services**: (893-4411, ww.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.

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). Stone's book is out of print, but cheap copies are available online. The required books are:

Theodore Lowi et al., *American Government: Power and Purpose* – Core edition, 14th or 15th ed. (An e-book is available at $47.50 from wwnorton.com. Used books are less expensive online.)
Walter Stone, *Republic at Risk* (available only at the UCEN Bookstore)

In addition, the following book is recommended: *Diana Hacker, A Pocket Style Manual*
Several readings are assigned in addition to the books. These readings are available on the course Gauchospace page. I will post pdf files of some of the power point slides on Gauchospace as the course proceeds. I may add a few short readings regarding current politics during the term.

In the readings below, Lowi and Stone refer to the required textbooks. The dates are approximate and may be changed to accommodate guest speakers.

Class Schedule


Lowi et al., chapters 1, 3-5
Walter Stone, Republic at Risk, chap 1
Louis DiSipio and Rodolfo O. de la Garza, U.S. Immigration in the Twenty-First Century, chap 1 (Current Immigration and Incorporation Debates)

Recommended: Robinson Meyer, "To Remember a Lecture Better."

Oct 9 – 16: Public Opinion and Elections

Lowi et al., chaps. 10-11
Stone, chap 2-3
Eileen Patten and Mark Hugo Lopez, “Are Unauthorized Immigrants Overwhelmingly Democrats?” PEW Research Center, 22 July 2013 [https://www.pewresearch.org/fact-tank/2013/07/22/are-unauthorized-immigrants-overwhelmingly-democrats/]
Bradley Jones, “Majority of Americans continue to say immigrants strengthen the U.S.” Pew Research Center, 16 January 2019

Oct 21 – 28: Political Parties

Lowi et al., chap 12
Stone, chap 4
Asma Khalid, “Democrats Used to Talk about ‘Criminal Immigrants,’ So What Changed the Party?” [https://www.npr.org/2019/02/19/694804917/democrats-used-to-talk-about-criminal-immigrants-so-what-changed-the-party]
Oct 30: Midterm. Please bring a 4-1/4 x 11 (green) scantron and a small blue book.

Nov 4 – 6: Interest Groups

Lowi et al., chap 13 - 14
Stone, chap 5
James G. Gimpel and James R. Edwards, Jr., *The Congressional Politics of Immigration Reform,* chap 2 (Public Opinion and Interest Group Influence)


November 8: Term Paper Proposal Due on GauchoSpace

November 11: Veterans’ Day Holiday

Nov 13 – Nov 18: The U.S. Congress

Lowi et al., chap 6
Stone, chap 6-7
Optional reading: GovTrack.US – Immigration bills [https://www.govtrack.us/congress/bills/subjects/immigration/6206]

Nov 20 – 25: The Presidency and the Executive Branch

Lowi et al., chap 7-8
Stone, chap 8

**Nov 25:** Term paper due on GauchoSpace

**Nov 27:** Thanksgiving Holiday – No class

**Dec 2 – 4:** The Courts and the U.S. Legal System

- Lowi et al., chap 9
- Stone, chap 9
- Shear and Liptak, “It’s Now the Supreme Court’s Turn to Try to Resolve the Fate of the Dreamers.” *New York Times*, June 28, 2019, a1.

*** **FINAL EXAM:**  *Tuesday, December 10, 7:30– 9:30*. Early finals will not be given.***

Please note that I do **NOT** give early final exams. For adequate reasons, I will give late finals. A desire to leave early for winter break is not an acceptable reason for missing the final.