

## Political Science 12: American Government & Politics

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Pronouns: He/him/his

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Nectir Office Hours:

Mon 1-2; Tues 11-12

Zoom Office Hour: Wed 2-3 or by appt.

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This is an introductory course in American national 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 two short op-ed style papers (15% each), a somewhat longer paper (20%), a midterm (20%), a final exam (20%), and section participation (10%). The papers will require some outside research. The paper topics are posted on the class web page. Late papers will be accepted, but they will be penalized. See the [term paper assignment page](#) for paper topics and other details.

The class will be taught with a mixture of live and asynchronous classes (or as Stephen Colbert puts it, "live recorded"). Office hours will be conducted live on Zoom (<https://ucsb.zoom.us/>) and in the Nectir chatroom ([www.ucsb.nectir.io](http://www.ucsb.nectir.io)). Nectir will be used in the background during live lectures. You are required to have a Nectir account for this class.

The midterm and final exams will be open-book. There will, however, be a time limit for taking exams just as there is with in-class exams. As a result, you will only have time to look up a very few answers. You need to study in advance.

**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. In practical terms, this means that you must learn to use quotation marks, footnotes, and citations for your writing assignments. You can find details about citation styles in Diana Hacker's *A Pocket Style Manual*. Another source is the free *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 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.

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 web site: [www.clas.ucsb.edu](http://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](http://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](http://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.
- If you are facing any challenges in food or housing and believe this may affect your performance in the class, you are urged to meet with a Food Security and CalFresh Advocate who is aware of the broad variety of resources that UCSB has to offer. See their drop-in hours at [food.ucsb.edu](http://food.ucsb.edu). You are also urged to contact the professor if you feel comfortable doing so.

No recordings (via any medium, from audio to video) of lectures, class discussions, or sections may be made without my prior written permission. PowerPoint slides and other electronic material created by the instructor and provided to the class via Gauchospace or other electronic media are the property of the instructor and may not be distributed to anyone without my prior written permission.

The required books are available at the UCSB Bookstore and for sale 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 \$40 from wwnorton.com: <https://wwnorton.com/books/9780393675009>.) Used books are less expensive online. Walter Stone, *Republic at Risk* (out of print; currently available only from SBprinter.com)<sup>1</sup>

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 Gauchospace course page. I will post pdf files 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

#### Jan 4 – 11: The Constitutional System, Madisonian Democracy, and Pluralism 3

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)  
Jens Krogstad, Jeffrey Passel, and D’Vera Cohn, “5 Facts about Illegal Immigration in the U.S.” Pew Research Center, June 12, 2019. [<https://www.pewresearch.org/fact-tank/2019/06/12/5-facts-about-illegal-immigration-in-the-u-s/>]  
Luke Broadwater et al., “Buried in Pandemic Aid Bill: Billions to Soothe the Richest.” *New York Times*, 22 December 2020

#### Jan 13 - 25: Public Opinion and Elections

##### **Jan 18: Rev. Martin Luther King, Jr. National Holiday**

Lowi et al., chaps. 10-11  
Stone, chap 2-3  
David Hopkins and Samantha Washington, “The Rise of Trump, The Fall of Prejudice?” *Public Opinion Quarterly*, 84 (spring, 2020): 119-140.  
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/>]  
John Gramlich, “How Americans see illegal immigration, the border wall and political compromise.” Pew Research Center, 16 January 2019 [<https://www.pewresearch.org/fact-tank/2019/01/16/how-americans-see-illegal-immigration-the-border-wall-and-political-compromise/>]  
Bradley Jones, “Majority of Americans continue to say immigrants strengthen the U.S.” Pew Research Center, 16 January 2019

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<sup>1</sup> The *Republic at Risk* reader will be available in a hard copy as well as in a digital format from SBPrinter.com. See information about ordering on Gauchospace.

Hua Hsu, "Bloc by Bloc: Are Asian Americans the Last Undecided Voters?" *The New Yorker*, 2 November 2020, pp. 16-22

### **Jan 27 – Feb 3: Political Parties**

Lowi et al., chap 12

Stone, chap 4

Michael Finnegan and Kurtis Lee, "Rubio faces pressure from all sides over his views on immigration." *Los Angeles Times*, 24 November 2015, a1.

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>]

David Lauter, "Trump has Remade GOP, but Poll Finds It's at a Price." *Los Angeles Times*, 22 August 2019. [<https://www.latimes.com/politics/story/2019-08-21/usc-la-times-republican-poll-trump-populism>]

### **Feb 8: Midterm online**

### **Feb 10 – 17: Interest Groups**

#### ***Feb 15: Presidents' Day National Holiday***

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)

Reklaitis, "Immigration lobbying near record level as Trump administration aims for overhaul," *MarketWatch*, 28 May 2019. [<https://www.marketwatch.com/story/immigration-lobbying-near-record-level-as-trump-administration-aims-for-overhaul-2019-05-23>]

Suzy Khimm, "The Most Active Immigration Lobbyists? Minority Groups and Universities." *Washington Post*, 25 March 2013

[<https://www.washingtonpost.com/news/wonk/wp/2013/03/25/the-most-active-immigration-lobbyists-minority-groups-and-universities/>]

### **Feb 22 - 24: The U.S. Congress**

Lowi et al., chap 6

Stone, chap 6-7

Gary Lizza, "Getting to Maybe: Inside the Gant of Eight's Immigration Deal." *New Yorker* 24 June 2013. [<https://www.newyorker.com/magazine/2013/06/24/getting-to-maybe>]

Alan Greenblatt, "Can a federal immigration overhaul ever gather momentum?" *CQ Researcher* 5 June 2015.

Elaine Kamarck and Christine Stenglein, "Can Immigration Reform Happen? A Look Back."  
<https://www.brookings.edu/blog/fixgov/2019/02/11/can-immigration-reform-happen-a-look-back/>]

Optional reading: GovTrack.US – Immigration bills  
[\[https://www.govtrack.us/congress/bills/subjects/immigration/6206\]](https://www.govtrack.us/congress/bills/subjects/immigration/6206)

### **March 1 - 3: The Presidency and the Executive Branch**

Lowi et al., chap 7-8

Stone, chap 8

Edelman, "Trump Ends DACA Program, No New Applications Accepted." NBC News, 5 Sept 2017  
[\[https://www.nbcnews.com/politics/immigration/trump-dreamers-daca-immigration-announcement-n798686\]](https://www.nbcnews.com/politics/immigration/trump-dreamers-daca-immigration-announcement-n798686)

Romo, "Judge Orders Trump Administration to Fully Restore DACA." NPR, 3 Aug 2018  
[\[https://www.npr.org/2018/08/03/635546997/judge-orders-trump-administration-to-fully-restore-daca\]](https://www.npr.org/2018/08/03/635546997/judge-orders-trump-administration-to-fully-restore-daca)

Rose, "Texas Judge Says DACA Is Probably Illegal, But Leaves It in Place." NPR, 31 Aug 2018  
[\[https://www.npr.org/2018/08/31/643814735/texas-judge-says-daca-is-probably-illegal-but-leaves-it-in-place\]](https://www.npr.org/2018/08/31/643814735/texas-judge-says-daca-is-probably-illegal-but-leaves-it-in-place)

American Immigration Council, "Understanding the Legal Challenges to Executive Action."  
[\[http://www.immigrationpolicy.org/just-facts/understanding-legal-challenges-executive-action\]](http://www.immigrationpolicy.org/just-facts/understanding-legal-challenges-executive-action)

### **March 8 - 10: 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.

Optional reading: Texas v. U.S. [\[https://www.govinfo.gov/content/pkg/USCOURTS-txsd-1\\_18-cv-00068/pdf/USCOURTS-txsd-1\\_18-cv-00068-0.pdf\]](https://www.govinfo.gov/content/pkg/USCOURTS-txsd-1_18-cv-00068/pdf/USCOURTS-txsd-1_18-cv-00068-0.pdf)

**\*\*\* Two-Hour FINAL EXAM: *Thursday, March 18, 12:00 – 6:00 p.m.* Early finals will *not* be given.\*\*\***

**\* The final exam may be started at any time in the period above. Once the exam is started, you will have two hours to complete it.**

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.