

## Political Science 101

# American National Politics and Political Institutions

Monday, Wednesday, & Friday, 10:00-10:50AM

Eric Drummond Smith, PhD

**Course Description:** A survey of American political life, with an emphasis on the U.S. Constitution, political parties and elections, voting behavior, the Presidency, Congress, U.S. Supreme Court, and current national problems.

**Office:** Social Sciences 104

**Office Hours:** MW 1PM to 3PM; TR 10AM to Noon & 2PM-4PM; Also by appointment after scheduled course/office hours until 5PM scheduled course/office hours until 5PM

**Office Phone:** TBA

**Classroom:** Zehmer 137

**Cell Phone:** (no calls after 9PM!) 276-708-6868

**E-Mail:** [eds9g@uvawise.edu](mailto:eds9g@uvawise.edu)

**Course Website:**

<http://smithsbluebook.com/academics.html>

### Evaluation:

25% First Examination

25% Second Examination

25% Final Examination

25% Paper

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100% - Final Grade

**Note-taking:** Note-taking is an essential part of any course, and in particular of any course that is introductory in nature. Not only does the act of note-taking reinforce the material in question (it is not merely read and heard, but physically reproduced), it creates a record essential to preparation for quizzes and exams. Always come to class with paper and a writing utensil. If you are forced by circumstance to miss class, you will be expected to catch up on all missed notes (from your classmates if at all possible). Having a designated note-taker does not relieve you of responsibility to take notes unless you are physically incapable of taking notes. Students not taking notes may be asked to leave the class at the instructor's leisure.

**Exams:** There will be two examinations; these examinations will have both take-home elements and in-class elements. The take-home elements will consist of brief (3 to 5 pages minimum) essays. The in-class elements will consist of multiple choice and brief-answer questions.

**Policy on Making-up Quizzes/Exams:** Making-up any missed quiz or exam is the responsibility of the student. The student should make an appointment for the make-up ahead of time **and should remember the content of the quiz/exam will be different from that in the generally distributed quiz/exam.** Make-up work *will not* be done during class. Excepting extreme situations (emergencies, etc.), make-up work *must* be completed within five school days of the absence. If the student has made no attempt to address an absence on the day the final exam is administered by the time of grade turn-in, a grade of "0" will be entered in its place and the grade will be calculated and turned in.

**Policy on Attendance:** Attendance for this course is mandatory. Each student will be allowed three (3) unexcused absences. Any unexcused absences beyond this will result in the loss of a letter grade from the final course grade (e.g. an A will become a B). There will be no exceptions. Excused absences include, but are not limited to, serious illness (*not* hangovers), family emergencies, religious holidays/high holy days, and school related events. Please inform the instructor as soon as possible of any such occurrence. To further quote the *Student Handbook*:

*Class and laboratory attendance is expected. A student who attends fewer than fifty percent of the lectures or laboratories in a course is not eligible to receive credit for that course. A student who is absent from classes or labs because of serious illness, a death in the immediate family, hospitalization, or as a member of an athletic team or officially recognized field trip may be excused. Students who are absent for a prolonged period should contact Elizabeth Steele, Coordinator of Advising, Retention & Assessment, at (276) 328-0313.*

**Policy on Tardiness:** Students arriving later than 20 minutes into class will be counted absent unless their tardiness is excused.

**Policy on Electronic Devices:** The instructor reserves the right to eject for the day any students found using cell phones or other electronic devices without prior permission in class. Students who have permission to use laptops, etc. for note-taking who are found to be using their laptops for non-relevant matters may be ejected and will be forbidden from using these devices in class henceforth. No electronic device may be present on the desk of a student during an exam or quiz and any student using said device during such a period will be ejected and will receive a grade of zero on the assignment given the expectation and potential for cheating.

**Policy on Behavior:** All students are at all times expected to be attentive, to take part in class discussions, and above all else, to be courteous and sensitive towards their fellow students. Impropriety will not be tolerated. Further, emotionally charged subject material will be dealt with in this course (ethical, bioethical, religious, political, etc.); such material requires maturity and openness to views that may conflict with one's own. Under no circumstances will racial, religious, or ethnic slurs be used in this course, or the result will be an automatic expulsion from the course.

**Cheating, Plagiarism, & Academic Dishonesty:** Any instance of cheating, plagiarism, and/or academic dishonesty will result in an automatic failure of the course and will be dealt with to the fullest extent. To avoid cheating, all blue books will be checked by the instructor and/or his assistant and no hats will be allowed during the administration of exams.

**Policy on the Paper:** The major paper for this course will be a policy analysis paper – specifically, students will have to identify at least one piece of legislation that was passed by at least one house of Congress and complete the following tasks with regards to it:

- 1 – Summarize the legislation's purpose and method of implementation.
- 2 – Describe what legislators introduced the bill and why.
- 3 – Describe what legislators, political party(ies) and interest groups both supported and opposed the legislation and why.
- 4 – Describe whether the law was passed, by what majority, and with what riders.
- 5 – Describe whether the law was vetoed by the President and if so why.
- 6 – If the bill passed into law when this was done and whether it has been fully implemented.

The major paper for this course will be at minimum 10 pages (double-spaced, 12-point, Times New Roman Font). Paper length will not include citations or graphics; pages indicate **full** pages. Failure to receive approval on the subject or failure to notify the instructor as to changes in the paper's subject (receiving necessary approval) will result in the loss of at least two letter grades on the paper's final grade. Final versions of the papers will receive a letter grade deduction for each day late without the permission of the professor. **Any and all factual material must be cited in-text AND the citation must be accounted for in a Works Cited section. Students are expected to cite using the APA-style of citation (for examples of APA Style see <http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm> or <http://owl.english.purdue.edu/owl/resource/560/01/>)**. Note that all sources (10 minimum are required) must be of high-quality – academic journals, published books, theses, dissertations, interviews, quality news media, and government publications are all acceptable. Blogs, non-documented websites, and "wiki" ANYTHING are not allowed. If you are unsure whether a source is acceptable, please contact Dr. Smith for confirmation.

Papers which are tardy will be deducted one letter grade per day late. Papers which are not turned in within four days of the due date will receive grades of "zero."

**Policy on Readings:** Students are expected to have read all assigned readings prior to class – students who have not read are incapable of discussing the course material in a meaningful way. As such, failure to read and/or to bring the day's relevant course materials to class may result in the instructor labeling the day an unexcused absence on the student's attendance record and/or asking the student to leave the class period in question.

**Outline of the Course:** Note that this outline is imperfect and may have to be changed to meet needs/realities of the class. Should this be the case, the class will be given sufficient alert, both in class and on the course website. Some additional readings not yet listed may be added through the course of the class in ample time for the students to digest the material. All readings are required *before* the class period listed.

**Honor Code:** All students are expected to adhere strictly to the Honor Code of the University of Virginia's College at Wise – all Honor Code violations will be referred to the Honor System and will result in punishment up to and including expulsion. Further, all students at The University of Virginia's College at Wise will sign the following pledge to all work completed. This signifies understanding and agreement of the articles of the Constitution of the Honor System.

I, \_\_\_\_\_ (name) \_\_\_\_\_, certify as a student at The University of Virginia's College at Wise that I have neither received nor given aid on this \_\_\_\_\_ (test, exam, etc.) \_\_\_\_\_.

**Academic Assistance:** Academic Support Services offers tutoring, counseling, advising, and enrichment opportunities for students who evidence need and can satisfy the eligibility requirements. The project is funded by the United States Department of Education. The Tutor Connection, located in Zehmer Hall, serves all students who request tutoring. Peer tutors, working under the supervision of UVa-Wise faculty and staff, provide free tutoring in all subject areas. Hours of operation are 8:00 am - 10:00 pm weekdays; and weekend hours are arranged as needed (summer hours vary). Call (276) 328-0177 for more information.

**Assistance for Students With Disabilities:** In compliance with Section 504 and ADA legislation, UVa-Wise provides services for students with disabilities to assure their access to both facilities and educational programs. Students in need of assistance should contact Narda Porter, ADA Coordinator, by calling (276) 328-0177 or via e-mail at [nnb3h@uvawise.edu](mailto:nnb3h@uvawise.edu). Students needing accommodations or academic program modifications must provide documentation of the disability from a physician, state or local agency or other licensed professional. Documentation should be recent (within the last three years) and should include recommendations for services based on the evaluation.

**Extra Credit:** Any extra credit opportunity decided upon by the instructor will be made available to the members of the course as a whole; no single extra credit event will be worth more than one (1) point on the student's final course grade and students may earn no more than six (6) points towards their final grade through extra credit; a handout of tentative extra credit opportunities will be made available at the first possible instance. Alternatively, students can receive three (3) points on their final grade by reading one of the following books then writing a brief summary of these books and discussing it with Dr. Smith: Joe Haldeman's *Forever War*, Aldous Huxley's *Brave New World*, Yevgeny Zamyatin's *We*, Ray Bradbury's *Fahrenheit 451* or *The Martian Chronicles*, Frank Herbert's *Dune*, Robert Heinlein's *Starship Troopers*, John Scalzi's *The Old Man's War*, Jonathon Swift's *Gulliver's Travels*, H.G. Wells' *War of the Worlds*, Thomas More's *Utopia*, Ayn Rand's *Anthem*, Margaret Atwood's *The Handmaid's Tale* or *Oryx and Crake*, Mary Shelly's *Frankenstein*, or Jack Finney's *Invasion of the Body Snatchers*.

Other books will be considered if proposed, but must be approved by Dr. Smith *ahead of time*.

### Primary Texts:

Samuel Kernell, Gary C. Jacobson, & Thad Kousser (2008) *The Logic of American Politics*. (4<sup>th</sup> Edition) Washington, DC: CQ Press. ISBN: 978-0-87289-604-8

### Wednesday, January 13<sup>th</sup> – Introduction to the Course

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### Friday, January 15<sup>th</sup> – Wednesday, January 20<sup>th</sup> – Key Concepts of Political Science

Readings: Book III of Aristotle's *Politics* (Approx. 350 BCE):

[http://www.constitution.org/ari/polit\\_03.htm](http://www.constitution.org/ari/polit_03.htm)

#### Primary Concepts/Questions:

1. What are "politics?"
2. What is political science and how does it differ from political thought and political philosophy?
3. What is the distinction between a community and a society?
4. What is the distinction between a state, nation, and country?
5. What is a nation-state?
6. What are monarchies, aristocracies, and democracies?
7. What is a republic?
8. What are legitimacy and authority?

### Friday, January 22<sup>nd</sup> – Monday, January 25<sup>th</sup> - The Social Contract

Readings: Excerpts from Thomas Hobbes' *Leviathan* (1651) at the *Modern History Sourcebook*:  
<http://www.fordham.edu/halsall/mod/hobbes-lev13.html>

Excerpts from John Locke's *Second Treatise on Government* (1690):  
<http://orias.berkeley.edu/summer2004/Final%20Drafts/locke.pdf>

Excerpts from John Jacques Rousseau's *Social Contract* (1762) at the *Modern History Sourcebook*: <http://www.fordham.edu/halsall/mod/Rousseau-soccon.html>

Primary Concepts/Questions:

1. What is atomism?
  2. What is a contract?
  3. What are the "states of nature" posited by Hobbes, Locke, and Rousseau?
  4. What is the essential nature of human individuals according to Hobbes, Locke, and Rousseau?
  5. Why do human beings form social contracts according to Hobbes, Locke, and Rousseau?
  6. What is the nature of the social contract according to Hobbes, Locke, and Rousseau?
  7. When is it legitimate to invalidate a social contract (rebel) according to Hobbes, Locke, and Rousseau?
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**Wednesday, January 27<sup>th</sup> – Wednesday, February 3<sup>rd</sup> - Federalism & the Origins of the United States**

Readings: Kernell, Jacobson, & Kousser Chapter 1, Chapter 2, & Chapter 3 as well as the Declaration of Independence, Articles of Confederation, and the United States Constitution

Primary Concepts/Questions:

1. What is a constitution?
2. Define the concept of the "Prisoner's Dilemma."
3. Define the concept of the "Tragedy of the Commons."
4. Define, describe, and give examples of the following concepts used by the Framers to develop a constitution which limited the possibility of bad government and/or tyranny: command, veto, agenda control, voting rules, and delegation.
5. Define a republic and give an example – how are republics different from direct democracies?
6. What was home rule and its role regarding the American Revolution?
7. The Declaration of Independence is essentially a list of justifications for rebelling against the United Kingdom – what are these justifications? Explain each.
8. Describe the basic form and design of the Articles of Confederation.
9. Define Locke's principle of "popular sovereignty."
10. Compare and contrast the Virginia Plan, New Jersey Plan, and the Connecticut Plan – describe which one made it into the constitution and why.
11. Describe the Constitution's "Commerce Clause," specifically noting what its implications are.
12. Describe the Constitution's "Necessary and Proper Clause," specifically noting its implications.
13. Define the concept of "Checks and Balances." Give examples.
14. Define the concept of "Judicial Review" and give examples.
15. What is the process by which the Constitution may be amended? Give a hypothetical example.
16. Who were the Federalists and Antifederalists? Compare and contrast their ideological beliefs.

17. Describe the Federalist #10 and the concept of faction.
  18. Define the concept of “pluralism” and give examples.
  19. Define, compare, and contrast the following concepts: unitary states, federal states, and confederations.
  20. Compare and contrast dual federalism and shared federalism.
  21. Define the “Supremacy Clause” and explain its implications.
  22. Define the concepts of the enumerated powers and the “Elastic Clause.” Explain the implications of each and give examples.
  23. Enumerate, define and describe those parts of the Constitution that establish federalism in the United States.
  24. What was the significance of the case of McCulloch v. Maryland (1809)?
  25. In terms of Federalism, what is Nationalization and what is the logic which underlies it?
  26. What are the different general types of grants the Federal government uses to influence state governments? Give examples.
  27. What is an unfunded mandate? Give an example.
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### **Friday, February 5<sup>th</sup> – First Examination (In-Class Element – Take-Home Element Distributed)**

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### **Monday, February 8<sup>th</sup> – Friday, February 12<sup>th</sup> – The Legislative Branch**

Readings: Kernell, Jacobson, & Kousser Chapter 6

#### Key Concepts/Questions:

1. What are the constitutionally defined powers of Congress?
2. How do members of the House of Representatives attain office and for how long? What are the consequences of this?
3. How do members of the Senate attain office and for how long? Is this how Senators have always attained office? What are the consequences of the current term length?
4. How many Congressional districts are there and how are they apportioned?
5. What is Gerrymandering? Give an example.
6. Is incumbency usually considered to be a benefit or a cost when seeking reelection and why?
7. What is pork-barrel legislation? Give an example.
8. What is the principle of seniority rule? Give an example.
9. Describe the leadership of the House of Representatives and the Senate, contrasting their roles and powers, both ceremonial and formal.
10. What are the special powers exclusively reserved to the House of Representatives? What are the special powers exclusively reserved to the Senate? Why were these powers respectfully given to these various houses?
11. What role do committees play in congress? Specifically define special committees, select committees, joint committees, ad hoc committees, and conference committees.
12. Describe at length the process by which a bill is introduced and becomes law.
13. Describe the different major operating rules present in the House of Representatives and the Senate, what the effects of these rules are, and why they exist. Be sure to include a definition of the concept of “filibustering” and to describe how filibusters are used.
14. What is a rider? Give an example.
15. What is a quorum?

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## Friday, February 12<sup>th</sup> – First Examination Take-Home Element Due

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### Monday, February 15<sup>th</sup> – Friday, February 19<sup>th</sup> – The Executive Branch

Readings: Kernell, Jacobson, & Kousser Chapter 7

#### Key Concepts/Questions:

1. Define and describe the concept of the “imperial presidency.”
  2. What is meant by describing the president as Commander in Chief?
  3. What is meant by describing the president as Head of State?
  4. What effect the War Powers Act of 1973 seek to have, and what impact does it actually have?
  5. What is an executive agreement? Give examples.
  6. What is meant by describing the president as Chief Executive?
  7. What is executive privilege? Give an example.
  8. What is an executive order? Give examples.
  9. What is the president’s role in the budget-making process?
  10. Define, compare, and contrast the concepts of unified government and divided government, giving examples. Be sure to include the concept of gridlock.
  11. What is the veto and what are the limits of the veto?
  12. What is a line-item veto, does our president have this right, and why or why not?
  13. What is the “State of the Union” report? How often does it have to be issued?
  14. What is the cabinet and who are members of it? How do these members receive confirmation? What role do they play in policy-making?
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### Monday, February 22<sup>nd</sup> – Monday, March 1<sup>st</sup> – The Judicial Branch

Readings: Kernell, Jacobson, & Kousser Chapter 9

#### Key Concepts/Questions:

1. Define and describe judicial review.
2. Define the term “writ of mandamus.”
3. Describe the three historical eras of judicial review – give examples of how each functions.
4. Define court-packing and describe at least one instance in which it was attempted.
5. Define the following, describe their jurisdiction, describe how many of each there are, describe their relationship amongst one another, and note in particular which is the only one described in the Constitution of the United States: the district courts, the courts of appeal, and the Supreme Court.
6. Define the concept of “writ of certiorari” and give an example.
7. Define the concept of the “rule of four.”
8. Define the concept of *amicus curiae*.
9. What is the primary duty of the office of the solicitor general?

10. Explain the concept of judicial doctrine and specifically distinguish between procedural and substantive doctrine.
  11. Define the terms “dissenting opinion” and “concurring opinion.”
  12. What are the primary responsibilities of the attorney general?
  13. What is the method by which members of the Federal Judiciary receive their offices?
  14. Define the concept of “senatorial courtesy.”
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**Wednesday, March 3<sup>rd</sup> – Second Examination (In-Class Taken, Take-Home Element Distributed)**

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**Friday, March 5<sup>th</sup> – Tutorial on the Bill Paper Preparation**

**Paper Proposals Due (Failure to Turn In Proposals By or On This Date Will Result in Grade Reductions on the Final Paper)**

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**Monday, March 15<sup>th</sup> – Friday, March 19<sup>th</sup> - Bureaucracy**

Readings: Kernell, Jacobson, & Kousser Chapter 8

Key Concepts/Questions:

1. Define the concept of bureaucracy – specifically note how bureaucratic organs of government differ from the executive, legislative, and judicial branches.
  2. Define the concept of the spoils system and explain Andrew Jackson’s argument in favor thereof. What are its potential benefits and what are its potential costs?
  3. Define the cabinet and discuss its role in connecting the executive branch with the bureaucracy.
  4. Define and give examples of clientele agencies.
  5. Define and give examples of independent executive agencies.
  6. Define and give examples of independent regulatory commissions.
  7. Define and give examples of outsourcing.
  8. Describe the methods of Congressional control over the bureaucracy.
  9. Describe the methods of Presidential control over the bureaucracy.
  10. Describe the methods of Judicial control over the bureaucracy.
  11. Define the concept of “Iron Triangle” and give an example thereof. What are the potential costs and benefits of these and specify whom carries the burden of the costs and who collects the benefits.
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**Monday, March 8<sup>th</sup> – Friday, March 19<sup>th</sup> – Spring Break**

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**Wednesday, March 17<sup>th</sup> – Second Examination Take-Home Element Due**

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**Monday, March 22<sup>nd</sup> – Monday, April 5<sup>th</sup> – Civil Rights & Liberties**

Readings: Kernell, Jacobson, & Kousser Chapter 4 and Chapter 5

Key Concepts/Questions:

1. Define the terms civil rights and civil liberties, specifically contrasting the two concepts.
  2. Describe the Missouri Compromise.
  3. Describe the Compromise of 1850.
  4. Describe the Fugitive Slave Law.
  5. Describe the legal decision Dred Scott v. Sandford (1857) and the legal implications thereof.
  6. Describe the Emancipation Proclamation – was it a law or an executive act and what *specifically* did it state?
  7. Describe *specifically* what the 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> Amendments to the Constitution of the United States accomplished.
  8. Define the terms “black codes” and “Jim Crow laws”
  9. Define the terms “segregation.”
  10. Explain the various methods by which African-American voters were systematically excluded from participating in electoral politics.
  11. Describe the legal decision Plessy v. Ferguson (1896) and the legal implications thereof.
  12. Explain the conditions under which the American Civil Rights movements of the 20<sup>th</sup> Century emerged.
  13. Survey the various Civil Rights Acts, specifically describing how each expanded the field of civil rights.
  14. Define the term “affirmative action.” What is the legal status of affirmative action today?
  15. Describe the liberties guaranteed under the First Amendment, giving examples. Explain the “Clear and Present Danger Test” exception, as well as the exceptions of obscenity, libel, and slander. Explain the “Lemon Test” and “Neutrality Test.”
  16. Describe the liberties guaranteed under the Second Amendment; why is this amendment’s interpretation so contentious?
  17. Describe the legal protections (specifically the elaboration of the rights found in the Due Process Clause) guaranteed in the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments. Specifically explain the “Miranda Rule” and the concept of “Cruel and Unusual Punishment” clause.
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### **Wednesday, April 7<sup>th</sup> – Monday, April 12<sup>th</sup> – Political Parties & Interest Groups**

Readings: Kernell, Jacobson, & Kousser Chapter 12 & Chapter 13

Key Concepts/Questions:

1. Define the term “political party.”
2. Explain why the Founding Fathers feared the emergence of political parties.
3. Explain why, in competitive democracies, the emergence of political parties is nearly inevitable.
4. Explain the functions of political parties, giving examples.
5. Explain why the American system of winner-takes-all voting (plurality voting) results in a two-party system.
6. Define proportional representation and give an example.
7. Define the concept of political patronage and give an example.
8. Define the term “caucus” in the political party sense of the word.
9. What is a national party convention?
10. Define the term “spoils system.” Explain its problems and which president was the most avid advocate of the spoils system and why.
11. Define the term “party-machine” and explain how they work, using an example.
12. Define the term “split ticket.”
13. Define the term “Australian ballot.”

14. Define the term “primary election.”
  15. Distinguish between the various party systems present throughout American history, noting specifically who dominated them, when they existed, and the conditions under which they existed.
  16. Define the term “divided government.” What are the consequences of such a government?
  17. Explain the president’s unique role vis-à-vis his or her political party.
  18. Define the terms “lobbyist” and “lobbying.”
  19. What is an interest group? Give an example.
  20. Define the term, “policy gridlock.”
  21. Explain the concept of free-riding as defined by Mancur Olson.
  22. Define, compare, and contrast “insider” and “outsider” tactics of lobbying.
  23. Define and give examples of “grassroots lobbying.”
  24. Define the term Political Action Committee or “PAC.”
  25. How might lobbying groups use litigation to achieve their political goals?
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### **Wednesday, April 14<sup>th</sup> – Wednesday, April 21<sup>st</sup> – Public Opinion**

Readings: Kernell, Jacobson, & Kousser Chapter 10 & Chapter 14

#### Key Concepts/Questions:

1. Define the term “public opinion.”
  2. Describe and define scientific polling.
  3. Define the term “straw poll.”
  4. Define the term “attitude.”
  5. Define the term “ideology.” Give an example.
  6. Define the term “core values.”
  7. Define the term “political socialization” and give an example.
  8. Define the term “ambivalence” and explain some of its sources.
  9. Define the term “framing.”
  10. Define the term “aggregate public opinion.”
  11. Define the term “cognitive shortcut” and give an example.
  - Define the term “news media.”
  12. Define the term “unit costs” and compare historical unit costs to modern unit costs.
  13. Define the term “yellow journalism” and give an example.
  14. Define the term “muckraking” and give an example.
  15. Define the concept of “equal time” in terms of political media.
  16. Define the term “fairness doctrine.”
  17. Define the concept of “carrying capacity” with regards to political media.
  18. Define the term “media bias.”
  19. Define the term “prior restraint” and give examples.
  20. Define the term “libel.”
  21. Define the term “slander.”
  22. Define the term “credibility gap.”
  23. Define the term “infotainment.”
  24. Define the term “pack journalism.”
  25. Define the term “shield law.”
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Friday, April 23<sup>rd</sup> – Wednesday, April 28<sup>th</sup> – A Brief Introduction to American Foreign Policy

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Friday, April 30<sup>th</sup> – Final Examination Take-Home Element is Distributed; Paper is Due

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Friday, August 30<sup>th</sup> - Housekeeping

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**TBA – Final Examination In-Class Portion**

**REMEMBER:** The Take Home Portion of the Final Examination is Due at the Time of the Examination!!!