

Diablo Valley College – Political Science 121 – 1193 Introduction to United States Government

Diablo Valley College – Summer Session, 2009

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Schedule: MTWTh, 8:15 – 10:20 am, June 22 – July 30

Office Hours: 7:50 – 8:15, Room: LA 220

Course Description: This summer we will examine various historical, philosophical, and legal aspects of our government, to gain a deeper understanding of what our role and position will be in a rapidly changing world. While exploring the numerous institutions and processes which make up our system of government, we will regularly inquire into three competing theories of how our government exists and operates.

Course Objectives: At the completion of this course, students will be able to...

1. Demonstrate a *basic* understanding of some of the concepts used in the philosophy of science and political science.
2. Identify and explain the three most common theories used to describe our system of government.
3. Identify the historical context and the philosophies of those who framed the Constitution and the Bill of Rights.
4. Understand the dynamics of our separation of powers and the institutions (the courts, executive, legislature and the media) that comprise them.
5. Demonstrate an understanding of the foreign and defense policy process, and the theories of international relations that support or confound those policies.
6. Analyze and *critically* evaluate some of the most important and contemporary issues we face in the 21st century based on 1-5 above.

Course Texts (required): Robert Heineman et. al., American Government (2nd ed.), and William Grover and Joseph Peschek, Voices of Dissent (6th ed.). The instructor will provide other assigned readings which will be available on the website.

Course Methodology: Classes will consist primarily of class lectures and discussions, which will amplify and clarify text materials. Students will be expected to read assigned material prior to lectures/discussions.

Class Evaluation: Student progress will be evaluated through a book review and an in-class final exam that will be cumulative. There will also be study questions and written video responses. Late work will be accepted on a case-by-case basis but will *definitely* lower your grade. Attendance is mandatory and will be taken formally at each session. Since 20 percent of your final grade is based on class participation, missing more than 2 – 3 classes will almost certainly lower your grade by one letter. Homework will be primarily reading and the answering study and discussion questions, which correspond to our discussions in class. Class participation is strongly encouraged. Student participation in class is an indicator of interest and shows that the student is keeping up with the assigned readings. Your final grade will break out over a normal “letter grade” percentage scale (i.e. 100-90% = “A”, 89-80% = “B”, etc...).

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| 20% = Study / Discussion Questions | 30% = Summer Book Review |
| 20% = Class Participation | 25% = Final Exam |
| 5% = Video Responses | |

Course Outline: Continuing on the next few pages is a rough outline of how the summer will look with regard to readings and concepts. However, I would like to maintain some flexibility to account for student and / or instructor interest.

Political Science 121 / Introduction to American Government Outline

This schedule is tentative and can be adjusted to accommodate student/instructor interest
RH = Heineman text; GP = Grover / Peschek text; WEB = Readings from class website

June 22: Introduction To and Description Of the Course. We'll begin today with a brief description of the topics we'll be covering this summer, and begin a discussion of politics and the current condition of democracy in America. We should also take any questions, comments, or concerns found in the syllabus.
Video: None.

Readings for 6/23: RH – Chapter 1; GP – Chapters 1.1, 1.2, 1.3, 2.5, 2.6.

June 23 / LECTURE ONE: *Politics in a Changing Society.* We should start this day with a broad overview of the nature of democracy and capitalism and discuss the relationship that exists between the two. Is it a “marriage made in heaven” as many textbooks would suggest? Within that framework, we'll begin to look at several theories of American government which compete with the traditional democratic view, especially pluralism and elite theory, and discuss the legitimacy and viability of each. Other more cultural concepts will be introduced and debated such as the ideology of individualism and the notion of the American dream.

Video: *The American Ruling Class.*

Readings for 6/24: RH – Chapter 2; GP – Chapters 3.10, 3.11, 3.12.

June 24 / LECTURE TWO: *The Founders and the Constitution.* In the next section, we'll take a step back and look at some of the early documents (focusing on The Declaration and The Constitution) associated with American democracy. An important precedent will be to analyze some of the early thinkers (Hobbes and Locke prominently, but others too) and discuss what impact their philosophies had on the writing of these documents. We'll also critically evaluate the motives of the founders by reviewing some later historical analysis by Beard on possible economic motivations for adopting the Constitution. In the end was it a legal, political, or economic document? Finally, a discussion of whether many contemporary problems might actually be *rooted* in the Constitution and what, if anything, should be done about it.

Video: *The American Ruling Class.*

Readings for 6/29: RH – Chapter 3; GP – Chapters 2.8, 3.9.

June 29 / LECTURE THREE: *The Federal System: Structure and Dynamics.* This will be a relatively brief examination of the differences between centralized and federal democracies and the advantages and disadvantages to both. Included will be a discussion of Cohen and Rogers' thesis of “American Exceptionalism” and the six basic factors which contribute to this model. Does the principle of federalism make it difficult for people in the U.S. to politically organize themselves? Was it designed that way?

Video: *Street Fight.*

Readings for 6/30: RH – Chapter 8; GP – Chapters 6.21, 6.23, 6.24.

June 30 / LECTURE FOUR: *The Congress: Institutions and Processes.* We are now going to be the process of analyzing the different branches of government, starting with the legislative branch, housing the Senate and House of Representatives. Some of the concepts we'll examine will be the effect of party affiliation and discipline, leadership roles, the importance of committees, the various sources of legislation, and the various powers of the legislative branch. In addition to this more institutionalized approach, we'll ask some critical questions about how well this branch of government conforms to traditional democratic theories. Does “the people's branch” really serve the people? If not, who do they serve?

Video: *Can Mr. Smith Get to Washington Anymore?*

Readings for 7/1: RH – Chapter 9; GP – Chapters 7.25, 7.26, 7.27.

July 1 / LECTURE FIVE: *The Executive Branch.* The next branch of government to be examined is the executive, the office and bureaucracy of the president. We'll discuss some of the more important roles of the president as outlined in the Constitution. We will also examine the concept of the “bully pulpit” and maybe have a discussion related to how effective it has been historically and in the contemporary period. Some of the other concepts examined will be the problem of “groupthink” and the power of the executive vis-à-vis the other two branches. Looking at Miroff and Genovese's theories will help us to answer whether the executive speaks for “the people,” or whether the structure of our political economy imposes limitations on what the president can do.

Video: *The Obama Deception.*

Readings for 7/6: RH – Chapter 11; GP – Chapters 8.29, 8.31.

July 6 / LECTURE SIX: *The Federal Judiciary*. The last branch to be analyzed will be the judicial branch, with extra emphasis on the Supreme Court. We'll begin by discussing one fundamental concept – judicial review – and ask why Americans have largely ignored this unusual usurpation of power by one branch. We'll look at the various types of opinions given by the court, different types of law, and the principles of judicial activism and restraint. An important contemporary issue to discuss and debate will be the USA PATRIOT ACT, why and how it came into being and the different perspectives on its constitutionality. Video: Selections from *The ACLU Files*. Readings for 7/7: RH – Chapter 10.

July 7 / LECTURE SEVEN: *Governmental Bureaucracy*. One can postulate that no discussion of American government is complete without an examination of the bureaucracies that are part and parcel to it. A fourth theory of American government – “hyperpluralism” – will be a big part of our analysis as we look at the bureaucracy. We'll look at other aspects too, from the principles of hierarchy and formal rules, to problems of “policy triangles” and “agency capture.” Has the expanding role of government in the 20th century been good or bad for democracy in the U.S.? Video: *America: Freedom to Fascism*. Readings for 7/8: RH – Chapter 4; GP – Chapters 2.7, 4.13, 4.14, 4.16.

July 8 / LECTURE EIGHT: *Public Opinion and the Mass Media*. Sometimes called the “fourth branch” of government, the mass media in the U.S. will constitute a significant part of our discussion of American democracy. What is “public opinion” and where and how does it develop? Does the existence of the First Amendment of the Constitution really mean that the press is “free”? Rounding out our discussion of such traditional concepts as “agenda setting” and the “priming effect,” will be the introduction of a very provocative thesis on how the mass media operate put forth by Edward Herman and Noam Chomsky in the 1980's. Called the “propaganda model” of the news, it has stirred a vibrant debate about the true nature and role that the mass media play in this country and increasingly, around the world. Video: *Independent Intervention*. Readings for 7/13: RH – Chapter 5; GP – Chapters 5.17, 5.19.

July 13 / LECTURE NINE: *American Political Parties*. Although not mentioned in the Constitution, political parties have become an important force in American politics today. We'll begin with a brief look at how parties are organized in the U.S.; the concept of “critical” elections and divided government, along with how the liberal/conservative dichotomy plays out in terms of party identification. However, a significant portion of our discussion will be devoted to analyzing third parties in the two-party system, especially the question of whether the structure of our system creates obstacles to third party electoral success. Would more of a multi-party construction bring more democracy to our government? Video: *An Unreasonable Man*. Readings for 7/15: RH – Chapter 6; GP – 5.18, 5.20.

July 15 / LECTURE TEN: *Voting and Elections*. Does the United States have low voter turnout when compared with other democracies? If so, why is that the case? These are two important questions we'll be examining in this section of the American electoral process. Here we will ask some critical questions about the structure of single-member district pluralities. Would the more widespread practice of “proportional representation” improve the system – make it more democratic? Would adopting the practice of instant runoff voting (IRV) eliminate the “spoiler” problem in American elections? These and other questions will be discussed and debated in this section. Video: *Uncounted*. Readings for 7/16: RH – Chapter 7; GP – Chapters 9.35, 10.38, 10.39.

July 16 / LECTURE ELEVEN: *Political Interest Groups*. These various groupings form the core of what political scientists call the “engaged” public. What are they and why did Madison fear they were “dangerous to a healthy republic”? We'll concentrate on some of the more important thinkers who examine these groups primarily under the philosophical underpinnings of pluralism. We'll also examine the concepts of group legitimacy, access and influence, economic, single-issue and public interest groups, and the proverbial “free-rider” problem. We'll then profile an important group in the news – the neoconservatives and their “Project for a New American Century.” Video: *Hijacking Catastrophe*. Readings for 7/20: RH – Chapter 12; GP – 1.4, 4.15, 10.37, 10.40.

July 20 / LECTURE TWELVE: *The Public Policy Process.* From this point we are going to “switch gears” so to speak and begin an examination of how *policy* is made in the United States. We’ll begin with some basics: what is policy and what are the major types; who are the primary actors influencing policy, and what are the different models used by political scientists to describe how policy is actually made; and what are “tradeoffs” and “unintended consequences” of policymaking? As a project for this section, we’ll critically examine the phenomenon of “peak oil” and discuss what energy policies should be adopted in order to deal with the possible consequences.

Video: *I.O.U.S.A.*

Readings for 7/21: RH – Chapter 13; GP – Chapters 9.33, 9.34.

July 21 / LECTURE THIRTEEN: *Economic Policy.* Maybe the most important type of policymaking revolves around economic questions. We’ll look at the four major types of economic policy debated in the U.S. along with some of the more important bureaucracies that draw up those policies. We’ll settle the debate about the budgetary process and whether military spending, entitlement payments to individuals, or paying off interest on the national debt is in our best interests.

Video: *I.O.U.S.A.*

Readings for 7/23: RH – Chapter 14; GP – Chapters 8.30, 8.32.

July 23 / LECTURE FOURTEEN: *Civil Liberties and Civil Rights.* As a policy issue, nothing tops a discussion of “rights” in a constitutional democracy. From the drug war to gay marriage to affirmative action, the question of how best to protect people’s liberties under the Bill of Rights is continually evolving. In addition to looking at these issues and more, we’ll examine various concepts such as due process and the writ of habeas corpus; the “establishment” clause and clear and present danger tests; the “fighting words” doctrine and prior restraint.

Video: Selections from *The ACLU Files.*

Readings for 7/27: RH – Chapter 15; GP – Chapter 9.36.

July 27 / LECTURE FIFTEEN: *United States Foreign Policy.* Being a global superpower has meant that our choices on foreign policy issues truly have global consequences. Of the purported goals of U.S. foreign policy (national security, free and open trade, world peace, democracy, and concern for humanity), how do we tease apart the priorities when it comes to formulating policy? When it comes to our national interest, is it better for us to approach the world as idealists or realists? How do we even define our national interest? Along with these very important questions, we’ll also examine some basic concepts such as deterrence and massive retaliation, arms control, containment strategies, trade, proliferation of WMDs, and immigration. Finally, we’ll analyze U.S. foreign policy in the context of 9-11, and ask some critical questions about foreign policy in the age of terrorism.

Video: *In Whose Interest?*

July 30 / FINAL EXAMINATION: Good luck to all and have a great summer break!