

**AMERICAN GOVERNMENT**  
PS 1100 (*Section 01*)

Winter Semester 2005  
Tuesdays and Thursdays  
11:00 a.m. - 12:15 p.m.  
Middlebush Auditorium

Instructor: L. Marvin Overby  
Office: 305 Professional Building  
Office Hours: M 10:00-11:30 a.m.; T 1:30-3:00 p.m.; and by appointment  
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*Teaching Assistants:*

Yasemine Akbaba ([yan6f@mizzou.edu](mailto:yan6f@mizzou.edu); 450 McReynolds; 882.0881; M, W, F: 10-12)  
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***Course Description***

Harold Lasswell once defined politics as the process of “who gets what, when, and how.” The primary purpose of this course is to introduce students to this process in the American national context. During the semester we will explore the historical and philosophical foundations of the American republic; examine the political, cultural, and economic environments in which the process develops; scrutinize the governmental institutions that shape public policy; and review some of the politics that emerge from the political process.

***Texts***

Two texts are **required**:

Wilson, James Q. and John J. DiIulio, Jr. 2004. *American Government: Institutions and Policies*. Boston: Houghton-Mifflin. Ninth edition.

Dow, Jay, Sean Nicholson-Crotty, and L. Marvin Overby. 2005. *University of Missouri: Readings in American Government*. Boston: Houghton-Mifflin. (Readings from this collection are marked by an asterisk [\*] in the following class assignment section.)

***Grades***

All grades will be calculated on a 100 point scale, calibrated as follows:

92.01 - 100 = A  
90 - 92 = A-  
88.01 - 89.99 = B+  
82.01 - 88 = B  
80 - 82 = B-  
78.01 - 79.99 = C+

72.01 - 78 = C  
70 - 72 = C-  
68.01 - 69.99 = D+  
62.01 - 68 = D  
60 - 62 = D-  
below 60 = F

While scores will not be assigned according to a strict, predetermined curve (*i.e.*, a certain percentage of students receiving each letter grade), some curving may be used, if necessary, to reflect the difficulty of the assignments.

Semester grades will be calculated according to each student's performance on three midterm examinations and the final examination. Each of the four tests will count for one-quarter of your semester grade. The schedule for the examinations is:

First Midterm - **February 10<sup>th</sup>**  
Second Midterm - **March 10<sup>th</sup>**  
Third Midterm - **April 14<sup>th</sup>**  
Final Examination - **Tuesday, May 10<sup>th</sup>, 1:00 p.m. - 3:00 p.m.**

These dates are set in stone and will not be changed. In addition, I will give **NO** make-up exams. Missed examinations will be graded as a 0 unless the student has a valid and properly documented excuse. (N.B. Valid excuses include significant illnesses, deaths in the immediate family, and required attendance at university-sponsored activities. Vacation plans, social events, sorority/fraternity functions, and the like are **NOT** valid reasons for missing exams.) If you have a valid reason for missing an examination, you must (except in dire emergencies) notify me (or one of the T.A.s) **before** the day of the test and provide required documentation within a week of the examination. Students who miss an exam for valid, documented reasons will have their other exam grades increased proportionately (*e.g.*, a student who missed the first exam would have each of the other three exams count for one-third of her semester grade).

Examination questions will be objective (*i.e.*, true/false and multiple choice). Questions will be drawn from the textbook, the *Readings* book, and lecture material. At my discretion, exams may also include one or more extra credit questions drawn from current events. The final will be **cumulative**. Grades will be posted as promptly as feasible on the blackboard site, where you can monitor your progress over the course of the semester.

**Note this well:** I will **not** offer **any** extra credit assignments/projects/papers/*etc.* at the end of the semester to help students pull up flagging grades ... so don't even ask (it will only irritate me and indicate you did not read the syllabus or take it seriously).

### ***Academic Misconduct***

Academic misconduct — defined as appropriating the words or ideas of others and using them as your own through cheating or plagiarism — is something that I will not tolerate. The TAs and I go to great lengths during examinations to make cheating as difficult as possible, including ID checks, random seating, and using multiple versions of the exams. I will prosecute suspected cases of academic misconduct to the

fullest extent of University policy, and that can mean expulsion from the University. I advise you to consult the University's *M Book* for further information.

### ***Readings, Lectures, and Attendance***

It is extremely important that you complete each day's reading assignment prior to class and that you attend class regularly. Without the background provided by the daily readings, you will find it more difficult to keep up with the lectures. In addition, much material that is covered in the readings will not be duplicated in the lectures and *vice versa*. Test questions may be drawn from material in the readings, in the lectures, or in both.

While this course is not particularly difficult, it does require diligence, attendance, and consistent effort. If you work hard, you should find this class challenging but rewarding, and emerge from it with an enhanced understanding of and appreciation for the American political system.

### ***Class Rules and Norms***

1. **Be punctual.** This class is scheduled from 11:00 a.m. until 12:15 p.m. We will begin promptly and will generally go for the entire 75 minutes. Please be in your seats and ready to begin at 11:00 and give me your undivided attention until 12:15 (*e.g.*, do **not** begin rustling papers, packing up, *etc.* early).

2. **Be considerate of your classmates.** In a large class such as this, it is particularly important that students refrain from unnecessary chattering, whispering, comings-and-going, note passing, *etc.* Also please turn off cell phones and pagers during class. Any student whose behavior distracts me or disturbs classmates will be asked to leave the auditorium.

#### **3. Examinations.**

a. Location. All exams will be given in Middlebush Auditorium.

b. What to bring. Please bring your student ID card and extra #2 pencils. A watch might also be handy.

c. Hats and sunglasses. You will be required to remove hats and sunglasses during examination periods. I want to be able to see your eyes ... and where they are focused.

d. Dictionaries. You will **not** be allowed to use a dictionary during exams.

e. Students will not be allowed to leave the auditorium for bathroom breaks during the exams.

f. Use of cell phones **for any reason is strictly** prohibited during exams.

4. **ADA.** Students with disabilities that might affect class performance must notify me as soon as possible, preferably within the first two weeks of classes. You must also register with the Office of Disability Services (located Brady Commons), especially if you are requesting any kind of classroom or testing adjustment. I will make every reasonable effort to accommodate your needs.

5. **T.A.s** The teaching assistants are here for precisely that purpose ... helping me to teach and you to learn. I encourage you to capitalize on their expertise and willingness to help. At least one of them has office hours every weekday, and they are available by phone and e-mail to answer your questions and assist you with the class. Normally, if you have questions about materials covered in the books or in lectures, you should consult one of them first

### ***Class Schedule and Assignments***

January 18      Administrivia and Introductory Remarks

Section I — Theoretical and Historical Background

January 20      A Brief History of Political Representation  
Wilson and DiIulio, Chapter 1  
\*Rakove, pp. 3-8

January 25      The American Constitution I  
Wilson and DiIulio, Chapter 2

January 27      The American Constitution II  
\*Hofstadter, pp. 8-14; Roche pp. 14-26; Madison, pp. 27-31;  
Madison pp. 311-316

February 1      Federalism in America I  
Wilson and DiIulio, Chapter 3

February 3      Federalism in America II  
\**McCulloch v Maryland*, pp. 42-48; Donahue, pp. 48-55

February 8      American Political Culture  
Wilson and DiIulio, Chapter 4  
**Review for 1<sup>st</sup> Midterm**

February 10     **First Midterm Examination**

Section II — Opinion, Interests, and Organizations

February 15      Public Opinion in America  
Wilson and DiIulio, Chapter 5  
\*Bartels, pp. 142-148; Traugott, pp. 149-155; Petrocik A31-A35  
and A50-A53

February 17      Participation in American Politics  
Wilson and DiIulio, Chapter 6  
\*Sifry pp. 158-167; Schudson, pp. 167-175

February 22      American Political Parties I  
Wilson and DiIulio, Chapter 7

February 24      American Political Parties II  
\*Aldrich, pp. 197-208; Toobin, pp. 209-217; Beck, pp. 218-231;  
Munger pp. A17-A30

- March 1 Elections in America  
Wilson and DiIulio, Chapter 8  
\*Patterson, pp. 236-254; *McConnell v. FTC*, pp. 254-259;  
Bennet, pp. A1-A16
- March 3 Organized Interests in American Politics I  
Wilson and DiIulio, Chapter 9
- March 8 Organized Interests in American Politics II  
\*Birnbau, pp. 317-327; Skocpol, pp. 328-338; Cigler and  
Loomis, pp. 339-350  
**Review for 2<sup>nd</sup> Midterm**
- March 10 **Second Midterm Examination**

Section III — Institutions of American Government

- March 15 Congress I  
Wilson and DiIulio, Chapter 11
- March 17 Congress II  
\*Shepsle, pp. 355-368; Binder, pp. 368-375; Cohen, pp. 376-385;  
Kolbert, pp. 386-396; Hulse, pp. A36-A38
- March 22 **No Class — Spring Break**
- March 24 **No Class — Spring Break**
- March 29 Presidency I  
Wilson and DiIulio, Chapter 12
- March 31 Presidency II  
\*Neustadt, pp. 400-407; Dahl, pp. 407-418; Burns, *et al.* pp. 418-  
429; DiIulio, pp. 429-437
- April 5 Bureaucracy  
Wilson and DiIulio, Chapter 13
- April 7 Judiciary I  
Wilson and DiIulio, Chapter 14
- April 12 Judiciary II  
\*Hamilton, pp. 486-491; Posner, pp. 497-502; Ponnuru, pp. 503-  
508  
**Review for 3<sup>rd</sup> Midterm**

April 14            **Third Midterm Examination**

Section IV — Policy and Politics

- April 19            Policy-Making Processes in America  
                         Wilson and DiIulio, Chapter 15  
                         \*Stone, pp. 512-516
- April 21            Economic Policies in America  
                         Wilson and DiIulio, Chapter 16
- April 26            Social Welfare Policies in America  
                         Wilson and DiIulio, Chapter 17  
                         \*Jencks, pp. 523-530
- April 28            Civil Liberties in the United States  
                         Wilson and DiIulio, Chapter 18  
                         \*Friendly, pp. 75-78; *Griswold v Connecticut*, pp. 83-88;  
                         *Lawrence and Garner v Texas*, pp. 88-96
- May 3                Civil Rights in the United States  
                         Wilson and DiIulio, Chapter 19  
                         \**Brown v Board I and II*, pp. 105-110; Schuck, pp. 111-117;  
                         Joint Statement, pp. 118-124

Section V — Conclusions

- May 5                Who Governs and Does it Matter?  
                         Wilson and DiIulio, Chapters 23 and 24  
                         **Review for Final Examination**
- May 10              **Final Examination (1:00 p.m. - 3:00 p.m.)**