

# GOV 101: Citizenship and Representation in American Politics

## Fall 2005

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Office Hours Tuesday, 10am-12pm  
Wednesday, 1:30-3:30pm  
and by appointment

This course examines the issues of citizenship and representation in American politics. What does it mean to say that America is a representative democracy? What is representation, and how do our elected officials interpret and understand the wishes and desires of their constituents? After considering this, we turn to questions of citizenship. What is a “good” citizen? Is it a voter? A non-voter? A capitalist? What explains different forms of citizen participation? After considering these more general questions, we turn to a more focused analysis of how citizenship and representation intersect by exploring race in American politics and the War on Terror. What has been America’s experience with race? How do we evaluate whether elected officials represent the interests of diverse groups? Then, how does the structure of American government frustrate or enhance attempts to quell terrorism? Is representation weakened with more centralized national security measures? Are citizens’ rights (justifiably) diminished in response to 9/11? The goal of the course is to identify links between citizen inputs and governmental outputs, and to evaluate the implications of different linkages.

## Course Requirements

The major requirements of the class are:

- *Class Participation* (10%)—I understand that many students feel shy about participating, and it is my goal to help students feel at ease in expressing their views. At the same time, because of the smaller size of the class, I expect students to come prepared to talk about the day’s readings. If you only come to class (every day), but say nothing, you will get only 5 of 10 possible points. Therefore, it is in your interest to be an active participant in class discussions. Feel free to come and talk to me about your progress in this area.

\*Note: we will also spend time talking about any important or relevant political news as it develops over the course of the semester. If you have any questions about how certain news stories relate to the topics discussed in class, I encourage you to bring them up in discussion.

- *One-page Reaction papers* (15% of your final grade)—there are seven of these, and they must

be single-spaced. You can write about anything in the readings that you find interesting, and you need not cover all the readings or topics. I will grade each on the following scale:

✓+	2 points
✓/✓+	1.5 points
✓	1 point
✓-	0 points

If you do all 7, you get one free point. I will evaluate these on the basis of how well you reflect on the readings (namely, originality of thought and conciseness). There are no right or wrong answers, but I will challenge you to think logically. Note that you will write your reflections on the readings due on that week. Because you can pass them in on Wednesday, this means that simply reiterating the discussions in class is not enough.

\*Note: reaction paper due dates are listed on the syllabus.

- *Class Presentation* (10%)—each student will make a short presentation about the day's readings, and we will be signing up for presentation dates in the first few classes. The presentation should consist of a brief overview of the readings, as well as some questions you want raised in the discussion. Your presentation should be about 10 minutes long, and feel free to use hand-outs or other aids. I also encourage you to connect the readings and your reactions to events in the news that you find relevant.
- *Three or Four Longer papers* (60%)—You have two options.

1. Four papers (5-6 double-spaced pages—11 or 12 font, Times New Roman) about a book (and the other readings) that will be assigned in four sections of the course. I will hand out **two** paper topics at the beginning of each new section, and you will answer **one** of them in 5-6 pages. Excellent papers will make use of the assigned book **and** the other readings from that section of the course. I encourage you to quote passages from the books or other readings that support your argument. Each paper is worth 15%. Feel free to come see me during office hours about writing the papers, and you are allowed to revise one paper (the details of which will be discussed early on in the semester).

\*Note: The fourth and final paper will act as your final exam.

2. Instead of one paper on four separate books/sections, you can elect to skip writing a paper about one of the books and answer both of the paper topics for one of the other books. If you choose this option, this means writing 2 papers that are 5-6 pages, and one paper that is 9-10 pages. Shorter papers are worth 15%, and the longer paper is worth 30%. You still have the option of revising one paper (if you choose to revise the 9-10 page paper, you only have to do this for one of the answered essays).

\*Note: You need not tell me you are electing this option. Simply answer both paper topic questions for any of the four books. If you do this for any of the first three, and choose to skip the fourth book, you will not have a final exam/paper. *If you choose this option, however, you are still responsible for reading the skipped book and contributing to class discussion about the book.*

## Readings

There are six books and one reader. The books are listed below, and both the books and the reader are available through the campus bookstore.

- Robert Dahl. 2000. *How Democratic is the American Constitution*. New Haven: Yale University Press.
- Henry Adams. 2003. *Democracy*. New York: The Modern Library
- Martin Wattenberg. 2002. *Where Have All the Voters Gone?* Cambridge, Massachusetts: Harvard University Press.
- Bradley Smith. 2001. *Unfree Speech: The Folly of Campaign Finance Reform*. Princeton: Princeton University Press.
- Arthur Schlesinger, Jr. 1998. *The Disuniting of America: Reflections on a Multicultural Society*. New York: W.W. Norton & Company.
- Mark Sidel. 2004. *More Secure, Less Free? Antiterrorism Policy and Civil Liberties after September 11*. Ann Arbor: University of Michigan Press.

## Other Issues

- I expect all students to abide by the Bowdoin Academic Honor Code, which can be accessed online at <http://library.bowdoin.edu/>. Click on “Getting Started,” and then “Concerning Plagiarism.” If you have any concerns or questions about how to cite work appropriately, please consult me or a reference librarian. We will be going over some rules prior to the due date of the first paper. Also, please visit a special link for first-year students at <http://library.bowdoin.edu/>; click on “Introducing First-Years to Library Research.”
- I encourage you to keep up on current events by reading a major newspaper (i.e., *New York Times*, *Washington Post*, *Washington Times*, *Christian Science Monitor*). You can either subscribe to one of these papers, or read daily editions online. I also encourage you to keep up with popular or current blogs, as these are developing mediums of political news/ideas/commentary.
- Finally, I will make use of Blackboard to convey information and class discussion topics. I have also posted the syllabus there, and I encourage you to check the course page frequently.

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# Part 1—Representation

Monday, 9/5—Introductions and Expectations

Wednesday, 9/7—A Primer on American Politics

Readings:

- The Constitution of the United States

- Dahl, Chapters 1-2
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### Monday, 9/12—Foundations of American Democracy

- Dahl, Chapters 3-5

### Wednesday, 9/14—Foundations, cont.

- Dahl, Chapters 6-8
  - **Reaction paper 1 due**
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### Monday, 9/19—The Concept of Representation

- Hannah Pitkin, *The Concept of Representation*, Chapters 4 and 7

### Wednesday, 9/21—Representing Participatory Inputs

- Sidney Verba, Kay Lehman Schlozman, Henry Brady, *Voice and Equality: Civic Voluntarism in American Politics*, Chapter 6
  - **Reaction paper 2 due**
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### Monday, 9/26—Book Discussion

- Henry Adams, *Democracy*

### Wednesday, 9/28—Book Discussion

- Henry Adams, *Democracy*
  - **First 5-6 page paper due**
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## Part 2—Citizenship

### Monday, 10/3—Why Vote At All?

- Wattenberg, Chapters 1-2
- Robert Dahl. 2000. "A Democratic Paradox?" *Political Science Quarterly*, 115(1): pp.35-40.

### Wednesday, 10/5—Why Vote, cont.

→ Wattenberg, Chapters 3-4

→ **Reaction paper 3 due**

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**Monday, 10/10**—No class (Columbus Day)

**Wednesday, 10/12**—**Solutions to Low Voting Rates**

→ Wattenberg, Chapters 6 and 8

→ **Reaction paper 4 due**

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**Monday, 10/17**—**Economic Democracy: Is Capitalism Democracy?**

→ Robert Dahl, *On Democracy*, Chapters 13-14.

**Wednesday, 10/19**—**Money and Politics: Are Contributions Democracy?**

→ No Readings

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**Monday, 10/24**—**Book Discussion**

→ *Unfree Speech: The Folly of Campaign Finance Reform*, by Bradley Smith

**Wednesday, 10/26**—**Book Discussion, cont.**

→ *Unfree Speech: The Folly of Campaign Finance Reform*, by Bradley Smith

→ **Second 5-6 page paper due**

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## **Part 3—Racial Politics**

**Monday, 10/31**—**Race in American Political Development**

→ No Readings

**Wednesday, 11/2**—**Race and Representation: Parties and Interest Groups**

→ Paul Frymer, *Uneasy Alliances: Race and Party Competition in America*, Chapters 1 and 2

→ **Reaction paper 5 due**

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**Monday, 11/7—Race and Representation: Majority-Minority Districts**

- Lani Guinier, “The Representation of Minority Interests,” In *Classifying by Race*, Paul Peterson(editor)

**Wednesday, 11/9—Majority-Minority Districts, cont.**

- Richard Fenno, *Going Home: Black Representatives and their Constituents*, Chapters 1 and 4
- **Reaction paper 6 due**

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**Monday, 11/14—Race and Citizenship**

- Sidney Verba, Kay Lehman Schlozman, Henry Brady, *Voice and Equality: Civic Voluntarism in American Politics*, Chapter 8

**Wednesday, 11/16—Book Discussion**

- *The Disuniting of America*, by Arthur Schlesinger, Jr.

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**Monday, 11/21—Book Discussion, cont.**

- *The Disuniting of America*, by Arthur Schlesinger, Jr.
- **Third 5-6 page paper due**

**Wednesday, 11/23—No class (Thanksgiving break!!)**

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## **Part 4—Responses to Terrorism**

**Monday, 11/28—Terrorism and Federalism**

- *9/11 Commission Report*, Chapter 1
- William J Stuntz. 2002. “Terrorism, Federalism, and Police Misconduct,” *Harvard Journal of Law and Public Policy*. 25(2): 665-680.

**Wednesday, 11/30—Terrorism and Separation of Powers**

- *9/11 Commission Report*, Chapter 13

- Nancy Baker. 2002. "The Law: The Impact of Antiterrorism Policies on Separation of Powers: Assessing John Ashcroft's Role," *Presidential Studies Quarterly*. 32(4): 765-778.
  - **Reaction paper 7 due**
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**Monday, 12/5—Book Discussion**

- Mark Sidel. *More Secure, Less Free? Antiterrorism Policy and Civil Liberties after September 11*.

**Wednesday, 12/7—Book Discussion, cont.**

- *More Secure, Less Free? Antiterrorism Policy and Civil Liberties after September 11*.
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**Friday, 12/16—Final Exam**

- **Fourth 5-6 page paper due; feel free to turn in your paper prior to this date.**
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