American Politics in the Age of Trump
An Introduction

L32 Pol Sci 101B

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Office Hours: TBA sign up at http://andrewreeves.org/office-hours
Course Home Page: http://bb.wustl.edu

Lecture Location and Time: TBA, 11AM to noon, Mondays and Wednesdays
Sections meet for the first time during the first week of class.

Teaching Staff

Graduate Teaching Assistants
TBA
Undergraduate Teaching Assistants

<table>
<thead>
<tr>
<th>Section</th>
<th>Day</th>
<th>Time</th>
<th>UTA</th>
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<tbody>
<tr>
<td>A</td>
<td>Friday</td>
<td>11:00A-12:00P</td>
<td>Max Handler</td>
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<td>B</td>
<td>Friday</td>
<td>11:00A-12:00P</td>
<td>Will Mishra</td>
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<td>C</td>
<td>Friday</td>
<td>11:00A-12:00P</td>
<td>Eli Scher-Zagier</td>
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<td>D</td>
<td>Friday</td>
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<td>Stephen Bertelsman</td>
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<td>11:00A-12:00P</td>
<td>Hannah Greenhouse</td>
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<td>F</td>
<td>Wednesday</td>
<td>3:00P-4:00P</td>
<td>Caleb Diamond</td>
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<td>G</td>
<td>Wednesday</td>
<td>4:00P-5:00P</td>
<td>Christie Wan</td>
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<td>H</td>
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<td>3:00P-4:00P</td>
<td>Tori Johnson</td>
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<td>I</td>
<td>Thursday</td>
<td>4:00P-5:00P</td>
<td>Katie McRae</td>
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<td>J</td>
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<td>4:00P-5:00P</td>
<td>Perry Skolnick</td>
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<td>L</td>
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<td>2:30P-3:30P</td>
<td>Mendelsohn, Amanda</td>
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<td>M</td>
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<td>11:00A-12:00P</td>
<td>Emily Williams</td>
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<td>N</td>
<td>Friday</td>
<td>11:00A-12:00P</td>
<td>Sydney Greene</td>
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<td>O</td>
<td>Wednesday</td>
<td>4:00P-5:00P</td>
<td>Emma Howard</td>
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<td>P</td>
<td>Thursday</td>
<td>4:00P-5:00P</td>
<td>Juan Varela</td>
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Course Description

Hardly a week goes by without claims that the United States is in the midst of a new constitutional crisis. American institutions of government are being tested by a polarized political environment, regular mass protests, and a new president who has challenged many of the political norms of the past. In this course, we will go back to basics and consider the building blocks of American politics and consider how they are faring in the age of Trump. We will start by considering the operation, development, and current state of the three branches of government. Then, we’ll examine seminal political forces not institutionalized by the U.S. Constitution: political parties, voters, interest groups, and the news
media. Then, we’ll go back to the beginning and consider the political processes that produced the two seminal documents of the American founding: the Declaration of Independence and the U.S. Constitution. The Constitution is of particular importance because it establishes the institutions of American politics and enshrines into the system federalism and separation of powers, the hallmarks of American democracy. My goal is to give students a basic understanding of the U.S. Congress, the presidency, the courts, and other institutions of American government. At the end of the semester, the student should be a more discriminating consumer (and maybe producer) of political information.

Expectations
You are expected to:

→ attend lectures and section each week. Attendance is recorded at sections but not at lecture;
→ complete the assigned readings. Readings should be completed before the lecture on the topic;
→ regularly check the course web page;
→ read the news (e.g., New York Times, Wall Street Journal, Washington Post (especially Monkey Cage), or Financial Times.)

Sections
Each week, students will meet in sections—small meetings of about 20 students led by UTAs. Your UTAs are outstanding seniors and juniors most of whom have taken this class before and received high ‘A’ s. During section, you will: review materials from the text and my lectures; consider covered topics in more detail; and relate current events to the topics we are discussing in class. Sections are an integral part of this class, and usually one of the most enjoyable aspects for students. You are to show your UTAs the same respect that you would show me. I will be very disappointed if I receive reports that this is not the case. If you have any concerns about section, you should contact me or a GTA. I and your GTAs
are responsible for all issues related to grading and so you should consult us on these matters.

**Grading**

If you have questions about your grade, you should first check with your GTAs. Your UTAs are not responsible for your grades. All opportunities for credit are announced in class. I am happy to discuss your grade, but do not contact me at the end of the semester asking for extra credit or to receive a higher grade. This behavior is unfair to your peers.

**Section Attendance and Assignments**

At each section, the UTA will take attendance. They may also assign short assignments. Performance in section is twenty percent of your grade.

**Exams**

There will be four exams of between 45 and 50 multiple choice questions. They are not cumulative, and all exams are taken in class. Each exam is twenty percent of your grade.

**Grading Scale**

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<th>Score</th>
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<tr>
<td>≥ 94</td>
<td>A</td>
<td>≥ 83</td>
<td>B</td>
<td>≥ 73</td>
<td>C</td>
<td>≥ 63</td>
<td>D</td>
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<tr>
<td>≥ 90</td>
<td>A-</td>
<td>≥ 80</td>
<td>B-</td>
<td>≥ 70</td>
<td>C-</td>
<td>≥ 60</td>
<td>D-</td>
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<tr>
<td>≥ 87</td>
<td>B+</td>
<td>≥ 77</td>
<td>C+</td>
<td>≥ 67</td>
<td>D+</td>
<td>&lt; 60</td>
<td>Fail</td>
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**Course Policies**

**Academic Integrity**
You should adhere to all ethical codes set forth by Washington University. Please carefully review the College of Arts and Sciences Academic Conduct Code. See me or your GTA if you have any questions.

**Late work**

Late work is not accepted and exams will be rescheduled only under extraordinary (and well-documented) circumstances. Rescheduled exams will be taken as soon as possible and may be in a different format from the in-class exam (most likely as an essay exam).

**Missed sections**

If you must miss your assigned section in a particular week, you can still receive credit by attending another section that week. You can ask permission of another UTA to attend their section if you need to. Email the UTA of the section you’d like to attend, explain why you need to temporarily attend another section and cc the GTAs and your UTA. If you need to do this more than twice in a given semester, see a GTA.

**Accommodations for disabilities**

If you are qualified for learning, testing, or access accommodations, inform me during the first week of class. For exams, please contact a Graduate Teaching Assistant at least one week in advance to remind us to request appropriate accommodations with Cornerstone. For further information see [http://cornerstone.wustl.edu/disability-resources/](http://cornerstone.wustl.edu/disability-resources/).

**Accommodations based upon sexual assault**

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request
such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

Mental health resources

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: http://shs.wustl.edu/MentalHealth

Required Texts


Important Dates

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<tr>
<th>Exam 1</th>
<th>September 20</th>
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<tr>
<td>Exam 2</td>
<td>October 11</td>
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<td>Exam 3</td>
<td>November 8</td>
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<td>Exam 4</td>
<td>December 6</td>
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<td>Labor Day (No Class)</td>
<td>September 4</td>
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<td>Fall Break (No Class)</td>
<td>October 16</td>
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<td>Thanksgiving Break (No Class)</td>
<td>November 22</td>
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Readings

Introduction
Read the Declaration of Independence and the U.S. Constitution. Then read them once again. The National Constitution Center provides an interactive version of the U.S. Constitution.

Principles of Political Science
What is political science? What are the broad themes that we’ll address throughout this course? Read Lowi et al., Chapter 1.

The Congress
What is the function of a Republican Congress with Trump in the White House? How is Congress organized? How does it get things done?
→ Re-read Article I of the Constitution.
→ Lowi et al., Chapter 6.

The Presidency
How has Trump changed the presidency? What are the powers of the presidency? Where do they come from? How have they changed over time?
→ Re-read Article II of the Constitution.
→ Lowi et al., Chapter 7.
The Bureaucracy

What happens when bureaucrats disagree with their president? How does congress and the president exert influence over the bureaucracy? What are the incentives of bureaucrats?

→ Lowi et al., Chapter 8.

The Courts

How do the courts work? Do they lead public opinion or do they follow?

→ Reread Article III of the Constitution.
→ Lowi et al., Chapter 9.

Public Opinion

How do voters decide? Where do political identities comes from? What are the basics of public opinion polling?

→ Lowi et al., Chapter 10.
Elections
What are the institutions that govern our elections and how do they affect the outcomes? How can we understand Trump’s victory in 2016?

→ Lowi et al., Chapter 11.

Political Parties
What good are political parties? What are the problems that they help overcome?

→ Lowi et al., Chapter 12.

Interest Groups
What are the characteristics of the interest group universe? Why do people join in the first place?

→ Lowi et al., Chapter 13.

The Media
What is the role of media in society? What are the implications of “fake news”?

→ Lowi et al., Chapter 14.

The Founding

→ Re-read the Declaration of Independence and Constitution.
→ Lowi et al., Chapter 2.

Federalism

Where does the power of the federal government end and the power of states begin?
→ Re-read Article I, Section 8; Article IV; 10th Amendment.
→ Lowi et al., Chapter 3.

Civil Liberties

→ Re-read Bill of Rights.
→ Lowi et al., Chapter 4.

Civil Rights

→ Lowi et al., Chapter 5.
Exam 4