

# UNIVERSITY OF PENNSYLVANIA

## Political Science 130: Introduction to American Politics

Spring 2015

**Instructor:** Professor John J. DiIulio, Jr. [powerjr@sas.upenn.edu]

**Course Administrator:** Ms. Laura Thornton [lauratho@sas.upenn.edu]

### **Recitation Leaders:**

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**Mission:** *To help Penn undergraduates who study hard and complete all course assignments to learn considerably more than they already know about American politics and government; to equip students to become more discerning about the historical, constitutional, electoral, legislative, financial, administrative, and other facets of the subject; and to stimulate within each student a life-long intellectual interest in how political systems develop and how U.S. government might be improved in ways that benefit Americans and other peoples.*

**Required Books:** The seven books listed below are available for purchase at the **Penn Bookstore**. A limited number of copies of each book are on reserve at **Van Pelt Library**. The **Signet Classic Edition** of The Federalist Papers (edited by Clinton Rossiter, introduction by Charles R. Kessler), the **second** edition of the Green and Gerber book, and the **twelfth** edition of the **brief version** of the 15-chapter Wilson textbook, is the edition of each book that will be referenced in lectures and recitations and tested for on examinations. The instructor, a textbook co-author, **donates to a Penn scholarship program an amount greater than all royalties** earned on course-related textbook purchases.

- James Madison, Alexander Hamilton, and John Jay, **THE FEDERALIST PAPERS** (Signet Classic Edition, edited by Clinton Rossiter with an introduction by Charles R. Kessler)
- James Q. Wilson et al, **AMERICAN GOVERNMENT: INSTITUTIONS AND POLICIES, Brief Version, 12<sup>th</sup> Edition** (Cengage, 2016)
- Francis Fukuyama, **POLITICAL ORDER AND POLITICAL DECAY: FROM THE INDUSTRIAL REVOLUTION TO THE GLOBALIZATION OF DEMOCRACY** (Farrar, Straus, and Giroux, 2014)
- Donald Green and Alan Gerber, **GET OUT THE VOTE: HOW TO INCREASE VOTER TURNOUT, 2<sup>nd</sup> Edition** (Brookings Institution, 2008)
- Thomas Mann and Norman Ornstein, **IT'S EVEN WORSE THAN IT LOOKS: HOW THE AMERICAN CONSTITUTIONAL SYSTEM COLLIDED WITH THE NEW POLITICS OF EXTREMISM** (Basic Books, 2012)
- Jeffrey Birnbaum and Alan Murray, **SHOWDOWN AT GUCCI GULCH: LAWYERS, LOBBYISTS, AND THE UNLIKELY TRIUMPH OF TAX REFORM** (Vintage, 1988)
- Robert G. Kaiser, **ACT OF CONGRESS: HOW AMERICA'S ESSENTIAL INSTITUTION WORKS, AND HOW IT DOESN'T** (Knopf, 2013)

**CURVED GRADING:** *B+* for final course grades ***begins at 10 percent below the median point total***, which means that 60 percent of students receive a grade of B+ or higher. There are no extra-credit options. The graded course components—a dozen recitations, two essays, and two examinations—total 1,000 points as follows:

**RECITATIONS (240 points/24%)**

- In this course, **recitations meet a dozen times and begin during the second week of the semester (Monday, January 19 through Friday, January 23)**. Attendance at each of the dozen recitations in this course is **strictly required** and each student **must** attend the recitation to which he or she has been assigned via the course registration process (no unilateral switching or trading places with other students). Except at the instruction of the course administrator, attending any recitation other than the one to which you have been assigned is prohibited.
- **Each student in a Monday recitation must attend his or her first recitation in whichever one of the Thursday, Jan. 22 or Friday, Jan. 23 recitations he or she chooses (Monday, January 19, being the Dr. Martin Luther King, Jr. holiday): Ms. Thornton, the course administrator, will supply more detailed instructions in a Friday, Jan. 16 email to Monday recitation students. Students in Monday recitations meet for the second recitation on Monday, January 26 and proceed thereafter on a regular Monday recitation schedule.**
- Recitations in this course do not meet during the midterm examination week (March 2-March 6), spring break week (March 7-March 15), or the last week of class (April 27-May 1).
- **In this course, recitations are seminar-style and seminar-sized discussion sessions that focus entirely on assigned course reading materials.** Recitations are a forum for a facilitated discussion of specific questions related to particular course readings. Recitations are collegial academic settings in which students should listen to one another and participate in a recitation leader-facilitated group discussion. Except in emergencies, **no electronic communications devices of any type may be used by students while in recitation.**

**RECITATION FOCUS QUESTIONS** for each recitation session appear on **pages 7-9 of this syllabus**. Read them carefully and prepare for each recitation accordingly.

- **In this course, recitation leaders facilitate in-recitation student discussion of the assigned recitation focus questions and also serve as graders for the essays and exams of the students in their respective recitations.** Recitation leaders, however, make no additional reading, writing, or other assignments, and they have no discretion whatsoever over the content, scheduling, or relative weighting of reading, writing, and exam-taking assignments.
- **Each recitation is worth a maximum of 20 points.** Attending recitation but participating not at all or poorly earns 12 points. Attending recitation and participating well earns 16 points. Attending recitation and participating exceptionally well earns 20 points. Any absence from recitation for other than health-related problems, College-recognized religious observances, and certain emergencies loses 20 points. **Any second unexcused absence from recitation results in referral to the academic deans.**

### **ESSAYS (260 points/26%)**

- Each student writes two essays. The first essay (120 points/12%) is due on February 25. The second essay (140 points/14%) is due on April 15. The **essay questions, grading protocols, and related instructions are detailed on pages 10 and 11 of this syllabus**. **Read and follow the instructions to the letter.**
- Also, before writing the first essay, students are encouraged to review the College's policies regarding **plagiarism**. Internet-related and fee-for-service plagiarism have become easier to detect. Per the rules of the College, to commit plagiarism is to risk temporary or permanent loss of degree candidacy. Plagiarism, like all academic cheating, undermines a student's educational development (and at these prices!) And, morally speaking, such cheating is just plain wrong.

### **EXAMINATIONS (500 points/50%)**

- Each student takes two examinations. The **first/midterm examination** is worth 200 points (20%) and is to be administered in class on **March 4**. It is a half objective answer and half essay test and covers all course material (lectures, readings, recitation focus questions) through the date of the test. The **second/final examination** is worth 300 points (30%) and is to be administered on **May 11, 9:00 a.m.-11:00 a.m.** (rooms to be announced). Neither the instructor nor the recitation leaders have any discretion over the date and time of the final examination. Subject to the rules of the College, any student who misses the final examination for any reason may be permitted to sit for a make-up final examination at some point after the end of the spring 2015 semester. Details about the final examination's format and focus will be provided during the final lecture. There will be no exam "review sessions, but the instructor and each recitation leader will have additional office hours during the week before each examination.
- Any student with special needs that are certified to the instructor by **the Penn Weingarten Center** will take each of his or her two examinations for this course at the Weingarten Center, with each student's examination administered by Weingarten Center personnel and proctored by the course administrator in accordance with the particular time allowance and other individual test-taking protocols certified by the Weingarten Center.

### **Notable PSCI 130 Dates and Deadlines, By Month**

<b><u>JANUARY:</u></b>	Wednesday, January 21: First Lecture	Thurs. Jan 22-Fri., Jan. 23 : First Recitation
<b><u>FEBRUARY:</u></b>	Wednesday, February 25: First Essay Due	
<b><u>MARCH:</u></b>	Wednesday, March 4: Midterm Examination	March 7-March 15: Spring Break
<b><u>APRIL:</u></b>	Wednesday, April 15: Second Essay Due	Wednesday, April 29: Last Lecture
<b><u>MAY:</u></b>	Monday, May 11, 9:00-11:00 a.m. (rooms TBA): Final Examination	

**January 21****America's "Tudor Polity":****The What of *Politics*, the Why of *Government*, and the Wither of "*Representative Democracy*"**

\*\*Political Science 130 Syllabus Spring 2015

\*\*Fukuyama, introduction and chapters 1, 2, 3, 9 (opening section, pages 135-137 only), and 34

\*\*Wilson, chapter 1 and chapter 15

\*\*Federalist, Nos. 1, 10, and 51

**January 28****Debating the U.S. Constitution:****"Federalists" versus "Antifederalists," Then and Now**

\*\*Wilson, chapter 2 and Appendix (Declaration of Independence, The Constitution)

\*\*Fukuyama, chapters 23, 24, and 25

\*\*Federalist, Nos. **1**, 2, 9, **10**, 23, 47, **51**, and 55 (*bold italics indicates a reading that was assigned previously*)

**February 4****Federalism and the "Compound Republic":****When (If Ever) Should "Who Gets What" Depend on "Who Lives Where"?**

\*\*Wilson, chapters 3 and 5, and chapter 4 section on "Applying the Bill of Rights to the States"

\*\*Federalist, Nos. **2**, 6, 8, **9**, **10**, 14, 15, 21, **23**, 37, 38, 39, 44, 45, 46, **47**, **51**, 78, and 84

**February 11****Voters and "Vetocracy":****Participation, Polarization, "GOTV" Tactics, and the "Permanent Campaign"**

\*\*Wilson, chapters 6 (sections on public opinion only), 7 (sections on political parties only), and 8

\*\*Fukuyama, chapter 34

\*\*Green and Gerber, chapters 1, 2, 3, any one of chapters 4 through 9, chapter 10, and Appendix A

\*\*Federalist, Nos. **10** and 63

**February 18****“Political Decay” and “Dysfunction” in America Today:****What Might the “Father of the Constitution” Have to Say?**

Lecture by Dr. Lynn Uzzell, Scholar in Residence, James Madison’s Montpelier, and Nonresident Senior Fellow, University of Pennsylvania

\*\*Fukuyama, chapter 31 (section on “How Institutions Decay,” pages 461-466, only) and chapter 36

\*\*John J. Dilulio, Jr., “The Rise and Fall of the U.S. Government,” The Washington Monthly, January/February 2015, to be distributed in class on February 11

\*\*Mann and Ornstein, introduction and chapters 1-3

\*\*Federalist, Nos. **10**, **14**, **47**, **51**, and **63** (by Madison) and **1** and 70 (by Hamilton)

**February 25****“GOTV” Revisited:****“Social Pressure” Via Social Media—Does It Work, and How (If At All) Should It Be Used?**

Presentation by Mr. Matthew Kalmans and Mr. Sacha Samotin, Co-Founders, Project Applectart

\*\*Alan S. Gerber et al, “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment,” American Political Science Review, February 2008: link to be provided on February 18

**FIRST ESSAY IS DUE AND WILL BE COLLECTED AT THE START OF CLASS (see pages 10-11 below)**

**March 4: MIDTERM EXAMINATION****March 11: SPRING BREAK WEEK March 7-15: NO LECTURE, NO RECITATIONS****March 18****Congress I: Why is it “the first branch”?**

\*\*Wilson, chapter 9 and Appendix, Article I of the U.S. Constitution

\*\*Federalist, Nos. **10**, **47**, 48, 49, 50, **51**, 52, 53, 54, 55, 56, 57, 62, **63**, 64, 65, and 66

\*\*Mann and Ornstein, chapters 4-7

\*\*Kaiser, preface and chapters 1-9

**March 25****Congress II: Is it now “the broken branch”?**

\*\*Fukuyama, chapter 33

\*\*Wilson, chapter 7, sections on interest groups and lobbying only

\*\*Kaiser, chapters 10-24

**April 1****“Both Ends of Pennsylvania Avenue”:****How (If At All) Can Washington’s Elected Leaders Still Produce “General Interest” Legislation?**

\*\*Birnbaum and Murray, entire

**April 8****The “Three Presidencies”: Administrative, Legislative, and Rhetorical**

\*\*Wilson, chapters 6 (sections on the media only), 10, 14, and Appendix, Article II of the Constitution

\*\*Federalist, Nos. **23**, 24, 25, 26, 41, 42, 67, 68, 69, **70**, 71, 72, 73, 74, 75, 76, and 77

**April 15****“Least Dangerous Branch”: Courts, Civil Liberties, and the Case of “Faith-Based,” 1996-Present**

\*\*Wilson, chapters 4 and 12, and Appendix, Article III of the Constitution

\*\*Federalist, Nos. 78, 79, 80, 81, 82, 83, **84**, and 85

\*\*Emma Ellman-Golan et al, Report on the USDA’s Summer Food Programs in Philadelphia, link to be provided on April 8

**SECOND ESSAY IS DUE AND WILL BE COLLECTED AT THE START OF CLASS (see pages 10-11 below)**

**April 22****Domestic Policymaking and Bureaucracy in the U.S.:****How (If At All) Can “Policy Entrepreneurs” Improve “Big Inter-Government by Proxy”?**

\*\*Wilson, chapters 11 and 13

\*\*Fukuyama, chapter 13

**April 29****From Madison to Mao to Now: What's Liberal Democracy's Future In America and Abroad?**

\*\*Wilson, chapter **15**

\*\*Fukuyama, chapter **25**, 26, and 27

\*\*Federalist, Nos. **1**, **10**, **51**, and **70**

\*\*Website of the City of New Orleans, Louisiana

**RECITATION FOCUS QUESTIONS**

**Klenias:** *Somehow or other, stranger, you are once again belittling our lawmakers.*

**Athenian:** *No! But if I am, I am not doing it intentionally...Let's follow wherever the argument carries us, if you will.*

**--Plato, *Laws*, Book II****FIRST RECITATION: January 19-January 23**

**[Per the instructions on page 2 above, *MONDAY* recitations meet for the *first* recitation on Thurs., Jan. 22 or Fri., Jan. 23]**

- Exactly what does Madison argue in *Federalist* No. 10 regarding "factions," the "public good," and the case for a large and diverse "representative" democracy or "republic," and what is the difference between a parliamentary system and a presidential system?
- What is Fukuyama's argument regarding "a political system resting on a balance among state, law, and accountability"?
- What are the main points in Fukuyama's rendering of "why governments are necessary," and how does he use the term "Tudor Polity" to characterize the American political system?

**SECOND RECITATION: January 26-January 30**

- What are the major "checks and balances" possessed by each branch of the U.S. federal government, what are the two ways to propose amendments to the U.S. Constitution and the two ways to ratify amendments to it, and what exceptions to the amendment process are specified in Article V?
- What view of human nature is reflected in *Federalist* Nos. 51 and 55?
- What is Fukuyama's argument regarding "constitutionalism in modern China," and what does he claim about "Chinese-style autonomy" in relation to the governments of "liberal democracies" such as America?

**THIRD RECITATION: February 2-February 6**

- What is "sovereignty," and where is it located in the present-day incarnation of what Madison in *Federalist* No. 39 describes as the Constitution's "compound republic"?
- Exactly what is the "selective incorporation" of the Bill of Rights, what is the latest addition to the list of incorporated rights, and which rights are not presently incorporated?
- What is the "intergovernmental lobby," what are the main federal controls on state activities, and how widely do state laws vary with respect to minors' access to abortions, the death penalty, same-sex marriage, funding for local public schools, environmental protection regulations, and other matters of law and policy?

**FOURTH RECITATION: February 9-February 13**

- What does Madison argue in *Federalist* No. 63 regarding what we today might term “mass public opinion” and how members of the U.S. Senate in particular should relate to it?
- What are the different ways (“VEP” versus “VAP”) used to calculate voter turnout in America, how do voting rates vary by age, and how much has voter turnout among people under age 30 or other groups risen as it has become relatively easier to register to vote and as ever more money has been spent on national campaigns?
- What “Get Out the Vote” (GOTV) tactics do Green and Gerber assess, what evidence and what criteria do they use in assessing GOTV tactics, and what exactly do they claim regarding “door-to-door canvassing”?

**FIFTH RECITATION: February 16-February 20**

- In *Federalist* No. 70, exactly what does Hamilton argue about “energy in the executive,” and how, if at all, is his argument in that Number at odds with what Madison argues in Nos. 10 and 51?
- Which “Publius,” Madison or Hamilton, does Fukuyama favor (hint: he quotes him and two others in the book’s opening pages), and what does he counsel about “getting to a modern state”?
- In his review of Fukuyama’s book, does Dilulio reject Fukuyama’s central claims about America’s “political decay,” what does he mean by “Leviathan by Proxy,” and is Mann and Ornstein’s main argument about “the seeds of dysfunction” basically consistent with what both Fukuyama and Dilulio argue?

**SIXTH RECITATION: February 23-February 27**

- What was the “large-scale field experiment” conducted by Gerber and his colleagues, what exactly did they find, and what is their argument about “social pressure” as a means of increasing “voter turnout”?
- Do you think most people your age spend lots of time or relatively little time gathering detailed news about politics and public policy, and do you think most of them consider volunteering/community service, but not voting, to be a “civic duty”?
- Imagine that you are a high-level, paid consultant to a presidential candidate, and that he or she has tasked you with devising a way to use social media to help increase voter turnout among young adults who are most likely to vote for him or her—what such GOTV tactics might you prescribe?

**SEVENTH RECITATION: March 16-March 20**

- Based on the Wilson textbook material on “How a Bill Becomes Law,” what are the main steps in the process by which a bill becomes federal law, and apart from failing to achieve the requisite vote of the full Congress, how many “choke points” (ways of killing) a bill do you count in that process?
- What do Mann and Ornstein argue about “reforming U.S. political institutions,” and do they contend that replacing the present U.S. political system with a parliamentary system is politically infeasible but nonetheless desirable?
- What law is the focus of Kaiser’s account, how did what he calls “an orgy of outrage” matter to the law’s evolution, and what does he report about the extent to which former members of the House and Senate function as high-paid lobbyists?

**EIGHTH RECITATION: March 23-March 27**

- According to the Wilson textbook, how do “business interests” attempt to influence federal public policymaking, and what laws exist for the purpose of “regulating interest groups” of all types?
- What exactly does Fukuyama mean by “repatriominalization,” and what does he argue regarding Congress and the “repatriominalization” of American politics?
- Is Fukuyama’s brief but biting summary of the “Wall Street Reform and Consumer Protection Act” (better known as the Dodd-Frank Act—revisit pages 480-481 in the Fukuyama book chapter on Congress you read last week) basically consistent with Kaiser’s bottom-line conclusions about the same law, and what are the main points in Kaiser’s closing chapter about how “America’s essential institution” (aka, Congress, Article I’s “first branch”) is “still broken”?

**NINTH RECITATION: March 30-April 3**

- What is the Birnbaum and Murray story of the “Tax Reform Bill of 1986,” who at each end of Pennsylvania Avenue mattered most to the bill becoming law, could you name their present-day counterparts (e.g., Senate Finance Committee Chairperson, House Ways and Means Committee Chairperson, and so on), and could you name two elected national political officeholders in each party who you think preach and practice the “ABCs of American politics” in Washington today—who?
- What is Birnbaum and Murray’s main thesis about how the “unlikely triumph” over powerful “Gucci loafer” lobbyists and interests was achieved, and to what extent would you say the law’s passage was made possible by leaders being able and willing to meet in private and cut deals (including “side deals”) without either the media or the mass public knowing who bargained how or who compromised on what?
- In terms of the legislative-executive relations and related politics of each bill, what would you identify as the two biggest similarities between the TRB of 1986 and the Dodd-Frank Act of 2010 (apart from the fact that each bill became law), what would you identify as the two biggest dissimilarities, and do you think that a general interest, TRB-type bill would have a prayer of becoming law today, and why—or why not?

**TENTH RECITATION: April 6-April 10**

- Based on both your own reading of Article II and of the relevant textbook material, what are the formal, constitutional powers of the U.S. president, what “three audiences” are vital to a president’s “power to persuade, and why do you think most presidents since FDR have generally proven more powerful when it comes to foreign policy, military policy and (under G.W. Bush and Obama) “homeland security” policy than when it comes to most types of domestic policy?
- Has presidential popularity declined in recent decades, and do you think that what the textbook labels “the prominence of the president in news coverage” has made it, on net, easier or harder for presidents (Democratic or Republican, liberal, conservative, or centrist) to maintain mass popularity and succeed legislatively?
- What does Hamilton argue in *Federalist* No. 25, and how might what the textbook labels contemporary “cleavages among foreign policy elites” be related to that argument?

**ELEVENTH RECITATION: April 13-April 17**

- Exactly what is “judicial review,” how many federal laws has the Supreme Court declared to be unconstitutional, and when, if ever, has the Congress, which has the authority to dictate the entire jurisdiction of the lower federal courts, used its authority to limit or strip the Supreme Court’s appellate jurisdiction?
- What are the First Amendment’s two “religion” clauses, what did the “establishment clause” mean and permit as constitutional when it was first adopted, and what three tests did the Supreme Court use to draw the line on church-state relations in the “Lemon” case?
- Even apart from ongoing church-state controversies and recent cases like “Hobby Lobby,” how extensive is the role of so-called faith-based organizations in administering federally funded programs like the USDA’s summer food and nutrition program in Philadelphia, and which tenet(s) of the “Lemon test” are most at issue with respect to them?

**TWELFTH RECITATION: April 20-April 24**

- Understood and analyzed in relation to Wilson’s four-box model of the politics of different policy issues, what is a “policy entrepreneur,” why did the AFDC program prove more politically vulnerable than the Medicaid program, and why are both Social Security and Medicare largely invulnerable to political attacks that might result in either eligibility restrictions or spending cuts?
- Even in light of the evidence concerning various “bureaucratic pathologies,” what, if anything, might be said in defense of Yale political scientist Herbert Kaufman’s quip that “One citizen’s red tape is often another citizen’s treasured procedural safeguard”?
- What is Fukuyama’s argument about America’s “new form of clientelism,” does he claim that it is a uniquely American problem, and given the uniquely American “proxy government” system, is he right?

## **TWO ESSAYS**

### **INSTRUCTIONS AND GRADING PROTOCOLS:**

- The first essay is due in lecture at the start of class on Wednesday, February 25.
- The second essay is due in lecture at the start of class on Wednesday, April 15.
- Late essays lose 30 points for each day late.
- Academic work for other courses (such as papers, exams, labs, or field trips), athletics and other extra-curricular activities, previously scheduled travel, and job interviews do not excuse lateness. Only health-related problems, College-recognized religious observances, and certain emergencies excuse lateness.
- “Late” is any essay submission that occurs after the lecture begins on the day that the essay is due in class, including essays submitted at the end of lecture or later that same day. Each “day late” means within each 24-hour period after the essay was due at the start of class. Being four days late with the first essay (worth a maximum 120 points) results in a zero for the essay. For students who did not submit the first essay late, being five days late with the second essay (worth a maximum of 140 points) results in a zero for the essay. Any student who submitted the first essay late loses half credit on the second essay (70 points) if the second essay is a day late and a zero for the second essay if it is more than a day late.
- Excepting an excused lateness for health-related reasons, no essay, whether on time or late, may be submitted electronically. Whether on time or late, essays must be submitted by the student-author to the course administrator in hard copy form. Electronic submissions of the essay are not accepted.
- Whether on time or late, all essays must be submitted to the course administrator, not to recitation leaders. All late essays will be graded by the course instructor.
- Essays must not exceed the maximum allowable number of words (per the instructions on page 11 of this syllabus, 1,500 for the first essay and 1,800 for the second essay).
- Essays that exceed the maximum allowable word count automatically lose half credit (60 points on the first essay, 70 points on the second essay).
- The top of the first page of the essay must give the student-author’s full name, his or her recitation leader’s last name, and the correct word count total. Essays that do not give this information at the top of the first page (including any that do not give the correct word count whether within or above the limit) automatically lose 30 points. Any on-time essay that does not give the student-author’s name will also be treated as a day late.
- In accordance with the relevant rules of the College, any essay that gives evidence of plagiarism will undergo a review and, if necessary, be referred along with its student-author to the academic deans.

### **WHAT’S AN “ESSAY”?**

The Merriam-Webster dictionary defines “essay” as an “Analytic, interpretive, or critical literary composition, usually dealing with its subject from a limited and often personal point of view.” Others define “essay” simply as “A literary composition on a particular subject written from a personal point of view.” By either definition, a good essay is literary in character (literate, well-written), addresses its subject in a way that is not the least bit discursive, and represents its author’s perspective on the subject in a way that strikes a well-informed and discerning reader as truly knowledgeable, not merely opinionated. Synonyms for “essay” include “paper” and “theme.” While most lists of great essayists are dominated by fiction writers, many great essayists, past and present, are nonfiction writers who write mainly about politics and government.

**FIRST ESSAY**, Due per the instructions on page 10 of this syllabus on **Wednesday, February 25**

*Drawing only on the most relevant assigned course materials and your own notes from lectures and recitations, in an essay of not more than 1,500 words, do the following:*

- *Summarize, analyze, and evaluate Fukuyama's argument that "the United States, the world's first and most advanced liberal democracy," now suffers acutely "from the problem of political decay."*
- *Compare and contrast Fukuyama's perspective on contemporary American politics and government with the respective perspectives on the same subject articulated by Dilulio (from course lectures to date and the assigned review of Fukuyama's book) and by Mann and Ornstein (from chapters 1-3 of their book).*
- *Relying on your own best understanding of Federalist Nos. 1, 10, 51, and 70, and drawing as you think best on the lecture by Uzzell, conclude your essay by discussing which, if any, perspective on contemporary America's political "decay" and "dysfunction" you think either James Madison or Alexander Hamilton might endorse, and which "Publius," Madison or Hamilton, comes closest to your own perspective on the subject.*

This is **not** an independent research assignment. You have your Fukuyama book, your Wilson textbook, your *Federalist*, other relevant readings, and your own notes from lectures and recitations. What you have to do is read, reason, reflect, and write. Write and edit, edit, edit the essay. If you cite from the assigned course materials, use a standard citation system (it matters not which one). Just be consistent. Footnotes do not count against the maximum allowable word total, nor does the information (your full name, your recitation leader's last name, and your word count) that you are to supply at the top of the first page of the essay. Again, there is absolutely no need to read or reference any other articles, books, or publicly available commentaries, so *do not do so!* And, if you have any questions regarding **the rules of the College as they pertain to plagiarism**, you should consult them before you write your essay.

**SECOND ESSAY**, Due per the instructions on page 10 of this syllabus on **Wednesday, April 15**

*Drawing only on the most relevant assigned course materials and your own notes from lectures and recitations (no other articles, books, or publicly available commentaries are to be consulted, referenced, or cited), in an essay of not more than 1,800 words, do the following:*

- *Summarize, compare, and contrast the respective perspectives on Congress and legislative-executive relations offered by Mann and Ornstein, Kaiser, Birnbaum and Murray, and (from the textbook and lectures) Dilulio.*
- *Discuss whether and why you are (or are not) more inclined than you were at the start of the semester to agree with "modernist" critics of American constitutionalism who think that the nation would be better off with a parliamentary or quasi-parliamentary system.*
- *Assess Fukuyama's critique of Congress and his related claims about Chinese government and other political systems that "can make large, difficult decisions without" needing "to form cumbersome political coalitions."*
- *Conclude your essay by specifying what, if any, one amendment affecting Article I or Article II would you prescribe, whether you think the amendment would have any realistic chance of being adopted, and how you think the amendment, once adopted and duly implemented, would improve the American political system.*