

PSCI 110 US National Politics

Spring 2018

Basic Information

Instructor: Dr. Ondercin

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Office Phone: 330-287-1934

Office Hours: Monday and Tuesdays, 9:00-10:30

Class Information: Monday, Wednesday, Friday, 11:00-11:50 in 236 Kauke

You are welcome to meet with me about the class or your professional development at any point during the semester. To facilitate meeting with me, please go to <https://ondercin.youcanbook.me/> and select an available time. You must do this at least 24 hours before you wish to meet with me.

Overview of the Course

How does the American political system function? How democratic is the American political system? This course provides an overview of the U.S. national political system by examining the institutions, actors, and ideas. The course is designed around the theme of democracy in the United States. In particular, we will discuss how the institutions and citizens of the US meet (or fail to meet) our democratic ideals. The central goal of the course is to arm you with the necessary skills and knowledge to be active citizens in the U.S. political system. While we will discuss many important facts about American government during this course, this is not a “civics” course focused on memorizing these facts. Rather, in this course, we will work as political scientists to examine, analyze, and interpret features of the American political system. We will develop a systematic way to think about how American politics is conducted. My goal is to have you think critically about U.S. politics and grapple with the difficult questions that face the United States.

We start with the Constitution and the founding debates associated with the Constitution. Next, we will discuss political parties – a feature of American politics that shapes all of the political actors that we will discuss later in the semester. Then, we turn to a discussion of the three branches of government: executive, legislative, and judicial. Next, we will discuss three additional “branches” of the American political system: interest groups, the public, and the media.

Learning Objectives

- Through classroom learning and discussions, assigned readings, writing assignments, and exams, students will develop an understanding of the complexity and contradictions of the U.S. political system.

- Through classroom learning and discussion, assigned readings, writing assignments, and exams, students will acquire the skills and knowledge to effectively participate in the U.S. political system and apply what they have learned in this class to real life debates and decisions.
- Through classroom learning and discussion, assigned readings, writing assignments, and exams, students will develop their ability to evaluate an argument and assess how well a theory has been “proven.”
- Through classroom discussions, writing assignments, and exams, students will develop their ability to organize and clearly present their thoughts both in person and in writing.

What You Can Expect of the Course

The general format will be a mix of lecture and discussion. At all times, my aim will be to help you achieve a deep understanding of the material. Additionally, periodically throughout the class we will have days specifically set aside for discussion. These discussion days create an opportunity for us to ask questions and further explore in-depth key points from the readings. The discussion days are clearly noted in the syllabus. While your participation is vital on discussion days, it is not the only time you should be participating. Rather, you should actively participate in and contribute to class every class meeting.

Two things are very important to the success of this class: 1) your participation in every class; and 2) that you have completed the readings **before** the class in which we will discuss them. I have found that class is much more interesting for everyone if students actively participate in the process. You can actively participate in class by asking questions, participating in class discussions, and coming to class prepared (i.e. having read the material) and ready to learn. It is important that you respect the diverse views of your fellow students and utilize common courtesies during class.

Required Books

There are two books required for this course. In addition to the books, other readings can be found on Moodle.

- Dahl, Robert. 2003. *How Democratic is the U.S. Constitution?* 2nd Edition. Yale University Press.
- Achen, Christopher H. and Larry M. Bartels. 2016. *Democracy for Realists: Why Elections do not Produce Responsive Government.* Princeton University Press.

Grades and Assignments

Your final grade in the class will be based on participation, 3 blog posts, active reading notes, and 3 exams. A total of 100 points are available. Below you will find a description of each of the factors that go into the final grade, the due dates, and the grade distribution.

Table 1: Assignments and Due Dates

	percent of total grade	due dates
Active reading notes	10%	continually assessed
Participation	20%	continually assessed
Blog Posts	10%	see due dates below
Exam 1	20%	February 19 th
Exam 2	20%	March 30 th
Exam 3	20%	May 7 th at 9:00am

Participation (20%) The success of this class depends on the active participation of all of its members. You should come to class having completed the assigned readings, considered the main arguments or findings, and developed an opinion about the strength of these findings. Bring questions about the readings and be prepared to discuss how each reading relates to others from this class and to ideas you have encountered elsewhere. This type of preparation is most likely to earn you a high class participation grade and will ensure that our class meetings are used to their full advantage.

A student earning an A participation grade will generally: participate in discussion frequently but without dominating the conversation, explain each point they make with (textual) evidence, consider and build on what others have said, help others consider new sides of an issue or clarify what others are trying to say, ask good questions to bring others into the discussion, and actively listen throughout the discussion. On the other hand, demonstrating a lack of preparation will earn a student a C, and failing to speak at all will earn a D.

If you have questions about how your participation is being evaluated, please feel free to contact me.

You have the opportunity to submit questions for class discussion in advance of each discussion day during the semester. The due dates for these questions are noted in the reading schedule below.

- For each class discussion, students must post to Moodle at least three questions to the professor no later than 3:00pm the day before the relevant discussion day. You are welcome to send your questions early, particularly if this helps you remember to submit them on time. I will use the questions you submit to organize our class discussions.

- One of your questions can be (but does not have to be) a question of fact or clarification. Students can use this to get key concepts cleared up or ask questions they are curious about. For example, a student might ask:
 - “What is election forecasting?”
 - “What did you mean in the lecture when you said congressional oversight?”
- At least two of your questions must focus more on analyzing our course materials. For example:
 - “How do Karol et al. define a party? Does this matter for their theory?”
 - “What does it mean to be ‘civically engaged,’ and should this be a prerequisite for being able to vote?”
 - “Is it a problem that the drive to reelection is a prominent motivation for members of Congress? Is it because they are struggling to ensure reelection per se or because the methods that they must use to do so are not as democratic as would be desired?”
 - “Why does this author find that Americans are not politically polarized while the other readings weve done say that Americans are polarized? Is it because of how polarization is measured?”
- In addition to constituting 20% of your final grade, preparation for and active participation in class discussions and submission of thoughtful discussion questions will help prepare you to do well on the rest of the course requirements. Be prepared! Participate!

Active Reading Notes (10% total): You are more likely to understand the course readings and retain the information they present if you read them actively, thinking through the points made by the authors and taking notes about your thoughts as you read. To help you develop this skill, you should take a few moments while reading your assigned pages to jot down brief notes on the readings. I recommend you write a few bullet points summarizing the main point(s) of each reading (What is the author’s thesis?), and also note any questions or critiques you have about the readings and/or any connections you see to other course materials or real-world events. These notes will help you develop the discussion questions you must submit before each discussion day. Previous students have reported finding them helpful in preparing for mid-semester exams and the final exam. You should write at least 3 points for each non-discussion-day’s set of readings. You may compile these reading notes with the rest of your class notes or in a separate notebook. Either way, you must bring your notes with you to every class meeting. At least 3 times during the semester, I will ask to see your active reading notes for the past few class’s readings. These reading notes checks will account for 10% of your final grade.

Blog Posts (20%): You will write 3 blog posts on Moodle about topics relating material from class to events outside of class. The class is divided into three different sections and

you will need to complete one blog post for each section. More details about the blog post assignment are posted on Moodle.

I recommend that you save your work for assignments for this class (and others) frequently and in multiple locations. Documents saved on library computers are not always there when you return. Make multiple copies of your work on at least two USB drives, hard disks, or cloud locations. Email a version to yourself. Save your drafts frequently (just hit ctrl+s or cmd+s every few minutes and/or work in Google Drive). Print out copies of your rough drafts. If you take these reasonable precautions, you will not be prevented from meeting due dates even if your computer should malfunction. In both college and the professional world, computer malfunctions are not an excuse for late work.

Exams. There will be three exams in the class. Each exam is worth 20% of your final grade. Exams will be a mixture of short-answer and short-essay questions. While grammar and spelling are not graded in the exam, you will be expected to write clear, complete, and legible sentences. Make-up examinations are only authorized for documented reasons involving personal, medical, or family emergencies. Ideally students need to inform the instructor of such events before the scheduled exam. If advance notification is impossible, then the student must inform the instructor as soon as reasonably possible. If such notification and documentation are provided, it is up to the instructor's discretion to grant a make-up exam. If a make-up exam is approved by the instructor, its content and format may significantly differ from the scheduled exam.

Course Policies and other Important Information

Moodle and Campus E-mail. This course will largely rely on Moodle to distribute assignments, to post course announcements, and to post readings for the course. Please check the site regularly. You will submit all assignments via Moodle. You are expected to log in to Moodle by the second day of classes to make sure you can navigate the site. I will return assignments via Moodle. You are responsible for checking your Wooster email account daily for important class communications.

Please do not hesitate to email me with any questions or concerns you may have. However, there are a few important things about e-mail communications. First, I will make every effort to respond to your e-mail in a timely manner, but I will not respond to e-mails after 5pm or on weekends. Second, before sending an e-mail make sure the answer to your question is not in the syllabus, assignment sheet or other material on Moodle, or in an e-mail that I have sent out. Third, I will try respond to your e-mail within 24 hours of receiving the email. Finally, please be professional in your emails. Just like a written letter, be sure to open your email with an appropriate greeting like, "Dear Dr. Ondercin", or "Professor Ondercin." Please make sure to identify who you are and what class you are taking from me in the body of the e-mail. In addition, in many cases, I may request you meet with me

to discuss your question rather than engage in a series of back-and-forth emails.

Meeting with the Professor. I strongly encourage you to meet with me during office hours. You must schedule your meetings during office hours at <https://ondercin.youcanbook.me/>. I encourage you to come to me with any questions or concerns.

Late Work. Late work is not tolerated in this course. Think of the deadline as the time that an airline flight takes off. Just as you arrive at the airport with plenty of time, so too should you submit your assignment with plenty of time. Once the flight takes off or the deadline passes, you will receive a zero. Contact IT if you're having issues with Moodle. I am skeptical of any excuses for late work that involve computer failure, thus you should be sure to save your work often and to back it up in another way.

Attendance Policy. Since this course requires active participation in the classroom you are expected to attend all class meetings. It is your responsibility to sign in at the beginning of class to verify your attendance. You are responsible for whatever happens in class, such as announcements, group work, and handouts. For each absence over three, excused or unexcused, you will lose one point of your participation grade. You do not need to e-mail me if you will be missing class. If you have a college related absence (i.e., traveling with a college sports team, attending a conference) it is your responsibility to arrange written notification of the absence BEFORE you are absent and make arrangement for any missed work. All assignments will be due before anticipated absences.

Electronics. Please **TURN OFF CELL PHONES!** No texting, Facebook, Snapchat or other things on your phone is permitted. I do not want to see them or hear them. **NO LAPTOPS or TABLETS ALLOWED!** Students with document disabilities that qualify for the use of laptops must obtain permission for the instructor. Students are to use the laptop for note-taking purposes only. Students should not use laptops during class for accessing readings, surfacing the internet, and so forth.

Incompletes. Incomplete coursework is a major inconvenience for students and professors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless a legitimate excuse is verified and you have a prior written agreement with the professor. As per College of Wooster policy, any unfinished work resulting in an "Incomplete" must be submitted by the first week of the following semester.

I will not discuss or send grades via e-mail. E-mail is not a secure form of communication, meaning anyone can read your messages. In order to protect your privacy, I will not e-mail you your grades. However, I am happy to discuss your grades with you in person during office hours or by appointment.

Grade Appeal. I will not discuss changes in grades on exams or papers for 24 hours after the paper or exam has been handed back. If you feel that I missed an important point that you made or there is some other problem with your grade, after 24 hours you may submit a grade appeal. Your appeal should be a typed argument for why your grade should be changed. It should be no longer than 1 page. You will need to hand the appeal and the original paper or exam back to me for review. I will then ask you to schedule a time to meet or come in during office hours to discuss the appeal. Appealing the grade does not mean that I will automatically increase your grade.

Academic Integrity. Academic integrity is essential to a positive teaching and learning environment. All students enrolled in College of Wooster courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The complete policy can be found at: http://www.wooster.edu/home/Academic_Policies.php. The College policy suggests that a student will not give, offer, or receive aid other than that specifically allowed by the professor on any course work or examination; knowingly represent the work of others, including materials from electronic sources, as his/her own; falsify data; submit an assignment produced for a course to a second course without the authorization of all the instructors involved; deny other students access to necessary documents/materials by stealing, misplacing or destroying those materials; copying or paraphrasing from any source without proper citation, going beyond what is allowed in a group project, fabricating excuses and lying in connection with your academic work, give false reasoning to a faculty member or Dean when requesting an exam change or an extension on a paper/project. You should cite your sources to avoid plagiarizing ideas and text. Particular attention should be directed to the appropriate use of materials available on-line through the Internet. It is important that you read and understand the ethical use of information (<http://library.wooster.edu/services/instruction/ethics/ethics.php>). Whether intentional or not, improper use of materials can be considered a violation of academic honesty. Within this course, a student responsible for scholastic dishonesty will be assigned a penalty up to and including an "F" or "N" for the course.

Classroom Conduct. My expectation is that students will be highly engaged and active in our learning environment. While politics is at times a contentious and controversial subject, I expect students to maintain the highest level of civility and respect to one another and to the professor in the class regardless of differences of opinions. This class will require sophisticated arguments and critical thinking and I expect that students use these skills to develop their own opinions and express their own thinking. While the world of political debates often goes "negative" and personal, I expect more from you as students of politics!

Diversity in the Classroom. Diversity in the classroom is the ultimate goal of any successful democratic environment. One of my goals as an educator is to provide students with the exposure to opinions, cultures, political viewpoints and personal experiences different

from their own. With this in mind, I expect students to respond with respect and an open mind to expressions of examples of the previous list that they may find challenging or very different and to actively participate in creating an environment where every person in the class is safe to express his/her opinion.

Policy on Harassment. The College of Wooster has a harassment policy which is detailed in the Handbook of Selected College Policies. According to this policy, harassment of employees and students based upon race, color, creed, religion, sex, national origin, age, disability, veteran status, sexual orientation, or political affiliation will not be tolerated. Further, the policy suggests that “Any behavior, whether verbal or physical, which exhibits a negative animus toward any person on account of a protected characteristic may be considered illegal harassment.”

Title IX. The College of Wooster and its faculty are committed to ensuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the College has developed policies and procedures which prohibit discrimination, sexual harassment/misconduct, and retaliation. Any member of the College community (faculty, staff, students, visitors, and third party vendors) who believes that they have been a victim of sexual harassment/misconduct, domestic violence, dating violence, bullying, cyber-bullying, stalking and/or gender-based discrimination is encouraged to file a report with the Colleges Title IX Coordinator (Angela Johnston - ajohnston@wooster.edu; 330-263-2141). Reports can be filed in person, via email, or online at <http://wooster.edu/offices/discrimination/sexual/>. In order to ensure student safety and address the well-being of students, the College requires all employees, including faculty members, to report incidents of sexual and gender-based violence shared with them by students to the Colleges Title IX Coordinator. Exceptions are situations where students are unlikely to expect that a disclosure would trigger a reporting obligation such as in a class writing assignment. A faculty member reporting to the Title IX Coordinator does NOT mean that the student will be obligated to participate in any formal proceedings; that decision remains at the discretion of the student unless the information indicates that one or more students are at risk of further harassment. Information regarding the Colleges non-discrimination policy (including bias-related harassment), sexual assault/sexual misconduct, Title IX, and filing a report can be found at <http://wooster.edu/offices/discrimination/>.

Resources

Academic Resources. The College of Woosters Learning Center offers services designed to help students improve their overall academic performance and to assist them in achieving their academic goals. You can go to the Learning Center for help with things like time management, improving your test preparation skills, or to improve your reading skills. The office

is also designated with the responsibility for determining reasonable accommodations according to the Americans with Disabilities Act and for maintaining confidential records documenting disabilities. Please contact them if you have a disability that may affect your ability to participate in course activities or to meet course requirements. The Learning Center is located in the Rubbermaid Student Services Building at 554 E. University Avenue. Call -2595 on campus to schedule an appointment. The complete College policy regarding student disabilities is at: http://www.wooster.edu/Learning_Center/handbook/full_manual.pdf.

The Writing Center. I encourage all of you to take advantage of the campus Writing Center. You can get on-on-one guidance, resources and support with regard to your writing skills. The Writing Center is located on level 1 of the Andrews Library. You can call them at extension 2205, e-mail them at writing_center@wooster.edu, or visit their website at www.wooster.edu/writing_center.

Tentative Course Schedule ¹

Week 1: Introduction and What is a Democracy?

- Monday, January 15th
 - No Class: MLK Day Activities.
- Wednesday, January 17th
 - Read syllabus.
- Friday, January 19th
 - Read U.S. Constitution.
 - Dahl Chapters 1 and 2
 - V-Dem Briefing Paper.
 - V-Dem Activity.

Week 2: Constitution

- Monday, January 22nd
 - Episode 1: Framed. Constitutional podcast from Washington Post.
 - “About the Federalist Papers” http://thomas.loc.gov/home/histdox/abt_fedpapers.html
 - The Federalist Papers, numbers 10, 46, and 51 <http://thomas.loc.gov/home/histdox/fedpapers.html>
 - The Anti-Federalist Papers, Brutus 1, Centinel 1, Brutus 2, and Brutus 3
<http://www.constitution.org/afp/brutus01.htm>
<http://www.constitution.org/afp/centin01.htm>
<http://www.constitution.org/afp/brutus02.htm>
<http://www.constitution.org/afp/brutus03.htm>
 - Active Reading Note Activity.
- Wednesday, January 24th
 - Dahl Chapters 3-4
- Friday, January 26th
 - Articles 4 and 5 of U.S. Constitution.

¹Adjustments to the course schedule will be announced in class and via university e-mail. It is the students responsibility to pay attention to any changes.

Week 3 Civil Rights and Civil Liberties.

- Monday, January 29th

- Bill of Rights and Other Amendments to Constitution.
- The Two Clashing Meanings of 'Free Speech' <https://www.theatlantic.com/politics/archive/2017/12/two-concepts-of-freedom-of-speech/546791/>
- The Masterpiece Cakeshop Case Is Not About Religious Freedom <https://www.nytimes.com/2017/11/29/opinion/gay-religious-freedom-cake.html>
- Here's Why Mississippi's 'Religious Freedom' Bill Is So Controversial <https://www.npr.org/sections/thetwo-way/2016/04/01/472669895/heres-why-mississippi-religious-freedom-bill-is-so-controversial>
- Controversial Mississippi Law Limiting LGBT Rights Not Heading To Supreme Court <https://www.npr.org/sections/thetwo-way/2018/01/08/576500364/controversial-mississippi-law-limiting-lgbt-rights-not-heading-to-supreme-court>

- Wednesday, January 31st

- Civil Liberties Today <http://www.nytimes.com/2011/09/07/us/sept-11-reckoning/civil.html>
- https://www.huffingtonpost.com/entry/trump-travel-ban-fred-korematsu_us_591a0021e4b07d5f6ba52070
- Debtors' Prison in 21st-Century America <https://www.theatlantic.com/business/archive/2016/02/debtors-prison/462378/>

- Friday, February 2nd

- Declaration of Sentiments <http://ecssba.rutgers.edu/docs/seneca.html>
- Letter from Birmingham Jail https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- Montoya, Celeste. "From Seneca to Shelby: Intersectionality and Womens Voting Rights"
- What we often forget when we talk about voting restrictions: the actual voters <https://www.vox.com/policy-and-politics/2016/10/27/13428088/voting-restrictions-restrictive-voting-laws-voter-id-early-voting-election-2016>
- Voter Identification Laws Create Unique Problems For Transgender Voters <https://www.thedailybeast.com/voter-identification-laws-create-unique-problems-for-transgender-voters>

Week 4 Executive Branch

- Monday, February 5th
 - Article 1. U.S. Constitution
- Wednesday, February 7th
 - Watch this 5 min. video “United States Primaries Explained”: <http://www.cgpgrey.com/blog/united-states-primaries-explained.html>
 - Bartels. 1988. Presidential Primaries and the Dynamics of Public Choice, Chs. 1 and 2, pgs. 4-9, 13-27.
 - Cohen, Karol, Noel, & Zaller “Polls Or Pols? The Real Driving Force Behind Presidential Nominations” The Brookings Review, Summer 2003
- Friday, February 9th General Election
 - Shaw. 2006. The Race to 270. Ch. 2 (What We Know (and Dont Know) About Presidential Campaigns), pgs. 17-40
 - Watch this 5 min. video “How the Electoral College Works”: <http://youtu.be/OUS9mM8Xbbw>

Week 5

- Monday, February 12th Discussion Day
 - Yglesias & Stein. May 24, 2016. “What Bernie Sanders gets right when he says the system is rigged against him” Vox <http://www.vox.com/2016/5/24/11745232/bernie-sanders-rigged>
 - Zeleny & Shear. Sept. 12, 2011. “As Perry Rises, G.O.P. Elite Look Toward Romney,” New York Times <http://www.nytimes.com/2011/09/13/us/politics/13repubs.html>
 - Confessore & Martin. Feb. 28, 2015. “GOP Race Starts in Lavish Haunts of Rich Donors.” New York Times <http://www.nytimes.com/2015/03/01/us/politics/gop-race-starts-in-lavish-haunts-of-rich-donors.html>
 - Willis. Jan. 6, 2015. “Iowa and New Hampshire Have Already Seen Cash From 2016 Contenders” <http://www.nytimes.com/2015/01/07/upshot/iowa-and-new-hampshire-have-already-seen-cash-from-2016-contenders.html>
 - Friedersdorf. May 3, 2016. “How the Party Decided on Trump” Atlantic <http://www.theatlantic.com/politics/archive/2016/05/how-gop-influencers-cued-voters-to-choose-donald-trump/480294/>
 - Beaumont. Aug. 26, 2012. “Obama-Romney race is focused on 7 states,” Associated Press. <http://news.yahoo.com/obama-romney-race-focused-7-states-190717717.html>

- “A Referendum or a Choice?,” Sept. 7, 2012 New York Times <http://fivethirtyeight.blogs.nytimes.com/2012/09/07/sept-6-a-referendum-or-a-choice/>
- Masket. Feb. 19, 2013. “Do campaigns still work?” http://www.salon.com/2013/02/19/do_campaigns_still_work/

- Wednesday, February 14st

- Neustadt. 1991. Presidential Power and the Modern Presidents, Ch. 3 (The Power to Persuade), pgs. 29-49
- Howell. 2003. Power without Persuasion, pgs. 1-22 of Ch. 1 (Presidential Power in the Modern Era). <http://press.princeton.edu/chapters7658.pdf>
- Savage. April 12, 2012. “Shift on Executive Power Lets Obama Bypass Rivals” New York Times <http://www.nytimes.com/2012/04/23/us/politics/shift-on-executive-powers-let-obamabypass-congress.html>
- Baker. Feb. 25, 2015. “Assessing the Balance of Power in an Era of Widespread Mistrust” New York Times <http://www.nytimes.com/2015/02/26/us/a-back-and-forthview-of-the-presidents-executive-power.html>
- Drew, Elizabeth. Oct 26, 2017. ”Who Knew Trump Would Be a Weak President?” The New Republic. <https://newrepublic.com/article/145529/knew-trump-weak-president>.

- Friday, February 16th Bureaucracy

- Lewis, Micheal. Nov 2017. “Inside Trump’s Cruel Campaign Against The U.S.D.A’s Scientists” Vanity Fair. <https://www.vanityfair.com/news/2017/11/usda-food-stamps-sc>

Week 6 Congress

- Monday, February 19th

- Exam 1

- Wednesday, February 21st

- Article 2. U.S. Constitution
- Mayhew. 2004 [1974]. Congress: The Electoral Connection. pgs. 49-73
- Fiorina. 1977. Congress: Keystone of the Washington Establishment. Chs. 5 (The Rise of the Washington Establishment) and 7 (Some Circumstantial Evidence Surrounding the Rise of the Washington Establishment), pgs. 37-47, 52-66.
- Sam Petulla and Jennifer Hansler. November 10, 2017. ”There is a wave of Republicans leaving Congress” CNN/

- Friday, February 23rd

- Arnold. 1990. The Logic of Congressional Action, Ch. 1 (Explaining Congressional Action), pgs. 3-15
- Ellwood and Patashnik.1993. “In praise of pork.” National Affairs Issue 110, Winter 1993 http://www.nationalaffairs.com/doclib/20080709_19931102inpraiseofporkjohnwellwood.pdf
- Prokop. May 22, 2014. “Beating the odds: Why one bill made it through a gridlocked Congress and so many don’t” Vox (12) <http://www.vox.com/2014/5/22/5723878/how-a-bill-becomes-a-law-in-2014>
- “How to fix Congress: start with the basics Want a better Congress? Look to the future, not the past. ” Vox.com <https://www.vox.com/mischiefs-of-faction/2017/11/28/16705128/how-to-fix-congress>

Blog Post 1 Must Be Done By Today

Week 7

- Monday, February 26th Redistricting and Representation

- Swers. 2005. “Connecting Descriptive and Substantive Representation: An Analysis of Sex Differences in Cosponsorship Activity,” Legislative Studies Quarterly 30: pgs. 407- 428 <http://www.jstor.org/stable/3598642>
- Gay. 2002. “Spirals of Trust: The Effect of Descriptive Representation on the Relationship between Citizens and their Government,” American Journal of Political Science 46:4, pgs. 717-732 <http://www.jstor.org/stable/3088429>
- Watch this 5 min. video “Gerrymandering Explained” to see one additional way that members of Congress accomplish the goal identified by Mayhew and Fiorina: <http://youtu.be/Mky11UJb9AY>
- Ohio and redistricting <http://radio.wosu.org/post/ohio-joins-wave-states-trying-era-stream/0>

- Wednesday, February 28st Discussion Day

- Binder, Sarah. June 19, 2017. ”Yes, Mitch McConnells secretive lawmaking is really unusual in these 4 ways” https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/19/yes-mitch-mcconnells-secretive-lawmaking-is-really-unusual-in-these-4-ways/?utm_term=.ade9381079be

- Hernandez. March 16, 2011. “Lawmakers Find a Path Around an Earmarks Ban” New York Times <http://www.nytimes.com/2011/03/17/nyregion/17earmarks.html>
- Koger. Sept. 20, 2013. “House Republicans: Polarized, not Partisan” Mischiefs of Faction <http://www.mischiefsoffaction.com/2013/09/house-republicans-polarized-notpartisan.html>
- Hacker & Hathaway. July 31, 2011. “Our Unbalanced Democracy” New York Times <http://www.nytimes.com/2011/08/01/opinion/our-unbalanced-democracy.html>
- Carnes. Oct. 13, 2012 “Which Millionaire Are You Voting For?” New York Times <http://www.nytimes.com/2012/10/14/opinion/sunday/which-millionaire-are-you-votingfor.html>
- Swanson. Oct. 7, 2015. “These political scientists may have just discovered why U.S. politics are a disaster. Washington Post <https://www.washingtonpost.com/news/wonk/wp/2015/10/07/these-political-scientistsmay-have-discovered-the-real-reason-u-s-politics-are-a-disaster/>
- Yglesias. Nov. 7, 2016. “A Hillary Clinton presidency will greatly boost women’s representation in politics, with big policy consequences.” Vox <http://www.vox.com/2016/6/6/11829852/clinton-woman-effect>

- Friday, March 2nd

- Article 3. U.S. Constitution
- Note the Marbury vs. Madison discussion here: Epps. June 28, 2012. “In Health Care Ruling, Roberts Steals a Move from John Marshalls Playbook The Atlantic <http://www.theatlantic.com/national/archive/2012/06/in-health-care-ruling-roberts-steals-a-move-from-john-marshalls-playbook/259121/>

Week 8

- Monday, March 5th

- Rosenberg. 2008. The Hollow Hope. 2nd edition. Introduction and Ch. 1 (The Dynamic and Constrained Court), pgs. 1-36 In these two articles, take note of the diverging views about how to interpret the Constitution (Justice Kennedy vs. Justice Scalia) and how active the Court should be at establishing rights (Justice Kennedy vs. Justice Roberts):
- Liptak. June 26, 2015. “Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide” New York Times <http://www.nytimes.com/2015/06/27/us/supreme-courtsame-sex-marriage.html>
- Bazelon. June 26, 2015. Was this The Right Way to Legalize Gay Marriage? New York Times <http://www.nytimes.com/2015/06/26/magazine/was-this-the-right-way-to-legalizegay-marriage.html>

- Wednesday, March 7th

- Rosenberg. 2008. *The Hollow Hope*. 2nd edition. Part 4 (Chapters 12, 13, and 14), pgs. 339-429. (91) (You should read Ch. 14 especially closely to ensure you understand Rosenberg’s key argument, and read Chs. 12-13 sufficiently enough to see how this argument can be applied to real political situations.)
- Eckholm. Nov. 8, 2013. “Gay Marriage Battle Nears End in Hawaii, the First Front Line” *New York Times* <http://www.nytimes.com/2013/11/09/us/gay-marriage-battle-nears-end-in-hawaii-the-first-front-line.html?pagewanted=all>
- Schwartz. June 26, 2015. “Highlights from the Supreme Court Decision on Same-Sex Marriage” *New York Times* <http://www.nytimes.com/interactive/2015/us/2014-terms-supreme-court-decision-same-sex-marriage.html>

- Friday, March 9th

- Dahl Chapters 5-8

Week 9 Spring Break

Week 10 Spring Break

Week 11 Political Parties

- Monday, March 26th

- Stonecash, Jeffrey M. 2010. “Social Change in America: The Context of Parties” in *New Directions in American Political Parties* ed. Jeffrey M. Stonecash.
- Brewer, Mark D. 2010. “Strategic Maneuvers: Political Parties and the Pursuit of Winning Coalition in a Constantly Changing Electoral Environment” in *New Directions in American Political Parties* ed. Jeffrey M. Stonecash.
- Marlantes. July 14, 2004. “Inside Red and Blue America” *The Christian Science Monitor* <http://www.csmonitor.com/2004/0714/p01s03-usgn.html>
- Wilson. Feb. 2006. “How Divided Are We?” *Commentary Magazine* <http://www.commentarymagazine.com/article/how-divided-are-we/>

- Wednesday, March 28th

- Dwyre, Diana. 2010. “Party Organization and Mobilization of Resources: Evolution, Reinvention, and Survival” in *New Directions in American Political Parties* ed. Jeffrey M. Stonecash.
- Rohde, David and John Aldrich. 2010. “Consequences of Electoral and Institutional Change: The Evolution of Conditional Party Government in the U.S. House of Representatives.” in *New Directions in American Political Parties* ed. Jeffrey M. Stonecash.

- Klein. Dec. 8, 2014. “A third party won’t fix what’s broken in American politics”
Vox <http://www.vox.com/2014/12/8/7352425/third-party-america>
- “How could Roy Moore win? Because parties are weak and partisanship is strong.”
Vox.com <https://www.vox.com/the-big-idea/2017/12/12/16763996/alabama-roy-moore->

- Friday, March 30th

- Exam 2

Week 12 Interest Groups

- Monday, April 2nd

- Moe. 1980. The Organization of Interests, Ch. 2 (The Decision to Join), pgs. 22-35
- Schlozman and Burch “Political Voice in an Age of Inequality” in America at Risk: The Great Dangers, edited by Faulkner and Shell read only: pgs. 156-166 (starting from “Organized Interests and Equality of Political Voice”)

- Wednesday, April 4th

- Hall and Wayman. 1990. “Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees.” American Political Science Review 84: pgs. 797-820 (23) <http://www.jstor.org/stable/1962767>
- Yglesias. Jul. 15, 2016. “I was too hard on Mike Pence, and I’m sorry.” Vox. <http://www.vox.com/2016/7/13/12159000/mike-pence-sorry>
- Lipton. Aug. 5, 2011. “Ex-Lawmaker Still a Friend of Hospitals” New York Times <http://www.nytimes.com/2011/08/06/us/politics/06pomeroy.html>
- Accompanying graphic: “The 111th Congress and the Lobby” <http://www.nytimes.com/interactive/2011/08/06/us/politics/20110803-the-111thcongress-and-the-lobby.html>
- Prokop. April 17, 2015. “A new bill would ban former members of Congress from lobbying for life.” Vox (2) <http://www.vox.com/2015/4/17/8443977/congress-lobbying-ban>
- Greenhouse. Oct. 26, 2012. “Heres a Memo From the Boss: Vote This Way” New York Times <http://www.nytimes.com/2012/10/27/us/politics/bosses-offering-timely-advicehow-to-vote.html>

Blog Post 2 Must Be Done By Today

- Friday, April 6th Discussion Day

- Emanuel. March 5, 2012. “Healthy Labels, Not Stealthy Labels” New York Times <http://opinionator.blogs.nytimes.com/2012/03/05/healthy-labels-not-stealthy-labels/>
- Editorial. Aug. 19, 2012. “Judicial Elections and the Bottom Line” <http://www.nytimes.com/2012/08/20/opinion/judicial-elections-and-the-bottom-line.html>
- <http://www.sfgate.com/bayarea/article/Preschool-protesters-march-in-Oakland-5992163.php>
- <http://blacklivesmatter.com/guiding-principles/>
- <http://www.nytimes.com/2012/05/19/technology/facebook-builds-network-offriends-in-washington.html>
- http://www.washingtonpost.com/business/economy/t-mobile-public-interest-groups-ask-fcc-to-stop-verizons-deal-with-cablefirms/2012/02/22/gIQA801CUR_story.html

Week 13 Political Participation

- Monday, April 9th

- Downs. 1957. An Economic Theory of Democracy Ch. 14 (The Causes and Effects of Rational Abstention) pgs. 260-276
- Dubner and Levitt. November 6, 2005. “Why Vote?” The New York Times <http://www.nytimes.com/2005/11/06/magazine/06freak.html>
- Rosenstone and Hansen. 2002. Mobilization, Participation and Democracy in America (Longman Classics Edition) Ch. 2 (The Political Logic of Political Participation), pgs. 10-37
- (Not required, but for a fun presentation of info on how some participation rights were won: “Bad Romance: Women’s Suffrage” <http://youtu.be/IYQhRCs9IHM>)

- Wednesday, April 11th

- Menand. 2007. “Fractured Franchise: Are the Wrong People Voting?” in The New Yorker, July 9, 2007. http://www.newyorker.com/arts/critics/books/2007/07/09/070709crbo_books_menand?currentPage=all
- Fiorina. 1999. “Extreme Voices: A Dark Side of Civic Engagement.” Ch. 11 in Skocpol and Fiorina’s Civic Engagement in American Democracy. pgs. 395-418

- Friday, April 13th Discussion Day

- Keyssar. Feb. 12, 2012. “The Strange Career of Voter Suppression” New York Times <http://campaignstops.blogs.nytimes.com/2012/02/12/the-strange-career-of-voter-suppression/>

- Cohen. Nov. 5, 2012 “No One in America Should Have to Wait 7 Hours to Vote” The Atlantic <http://www.theatlantic.com/politics/archive/2012/11/no-one-in-america-should-have-to-wait-7-hours-to-vote/264506/>
- Wines. Nov. 12, 2016. “After a Fraught Election, Questions Over the Impact of a Balky Voting Process” NYT <https://www.nytimes.com/2016/11/13/us/politics/voter-registration-election-2016.html>
- Beeson. Aug. 20, 2012. “Scared Straight Into the Voting Booth” New York Times <http://campaignstops.blogs.nytimes.com/2012/08/20/scared-straight-%E2%80%94-into-the-voting-booth/>
- Shineman. Nov. 6, 2012. “Incentivizing Participation Would Increase Voter Turnout *and* Political Information” The Monkey Cage. <http://themonkeycage.org/2012/11/06/incentivizing-participation-would-increase-voter-turnout-and-political-information/>
- Egan. Feb. 16, 2012. “The Electoral Wasteland” New York Times <http://opinionator.blogs.nytimes.com/2012/02/16/the-electoral-wasteland/>

Week 14

- Monday, April 16th
 - Chapter 1 Achen and Bartels
- Wednesday, April 18th
 - Delli Carpini. 2005. “An Overview of the State of Citizens’ Knowledge About Politics.” Ch. 2 in *Communicating Politics: Engaging the Public in Democratic Life*, edited by McKinney et al., pgs. 27-38 http://repository.upenn.edu/cgi/viewcontent.cgi?article=1053&context=asc_papers
 - James H. Kuklinski, Paul J. Quirk, Jennifer Jerit, David Schwieder, and Robert F. Rich, “Misinformation and the Currency of Democratic Citizenship,” *Journal of Politics*, 62 (August 2000): 790-816.
- Friday, April 20th
 - Chapters 2 and 3 Achen and Bartels

Week 15

- Monday, April 23rd
 - Chapters 4, 5 and 6 Achen and Bartels
- Wednesday, April 25th
 - Chapters 8-9 Achen and Bartels

- Friday, April 27th
 - Chapters 10-11 Achen and Bartels

Week 16 Media and Politics

- Monday, April 30th
 - Iyengar and Kinder. News That Matters Chs. 3 (The Agenda Setting Effect), 7 (The Priming Effect).
 - Gilens. 1999. Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy, Chs. 5 (The News Media and the Racialization of Poverty) and 6 (Media Distortions: Causes and Consequences), pgs. 102-153
 - Pinsker. April 28, 2015. “To the Media, Black Is Too Often Shorthand for ‘Poor’.” The Atlantic <http://www.theatlantic.com/business/archive/2015/04/to-the-media-black-is-toooften-shorthand-for-poor/391544/>
- Wednesday, May 2nd
 - Prior. 2005. “News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout,” American Journal of Political Science 49: July, pgs. 577-592 <http://www.jstor.org/stable/3647733>
 - McCoy. Nov. 20, 2016. “For the ‘new yellow journalists,’ opportunity comes in clicks and bucks.” Washington Post. https://www.washingtonpost.com/national/for-the-newyellow-journalists-opportunity-comes-in-clicks-and-bucks/2016/11/20/d58d036c-adbf-11e6-8b45-f8e493f06fcd_story.html
 - Pew Research Center for the People& the Press “Americans Spending More Time Following the News Ideological News Sources: Who Watches and Why” September 12, 2010 <http://pewresearch.org/pubs/1725/where-people-get-news-print-online-readershipcable-news-viewers>
- Friday, May 4th Discussion Day
 - Kristof. April 17, 2008. “Divided They Fall” The New York Times <http://www.nytimes.com/2008/04/17/opinion/17kristof.html>
 - Corasaniti. April 28, 2015. “Casting Early Presidential Vote Through Facebook by Clicking ‘Unfollow’” New York Times <http://www.nytimes.com/2015/04/29/us/politics/on-facebook-muting-friends-politicalviews-is-as-simple-as-clicking-unfollow.html>
 - Inskeep. Dec. 11, 2016. “A Finder’s Guide to Facts.” NPR <http://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts>
 - Thinking about government sources bias: Glenn Greenwald, June 30, 2010 “New study documents media’s servitude to government” Salon http://www.salon.com/news/opinion/glenn_greenwald/2010/06/30/media

- "Scandal, outrage and politics Do social media threaten democracy?"
<https://www.economist.com/news/leaders/21730871-facebook-google-and-twitter-were-supposed-save-politics-good-information-drove-out>

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