

Political Science 550
American Politics Core
University of Washington, Seattle
Thompson Hall 217
(Fall 2019)

Prof. Sophia Jordán Wallace
Class Meeting: Mondays 1:30pm-4:20pm,
Office Hours: By appointment in Gowen 148

Course Overview

This course is a broad overview of the field of American Politics across a range of topics and methodological approaches. A considerable amount of time in the course will be spent engaging and discussing the scholarly work on American political institutions and political behavior. Themes throughout the course include representation, power, influence, and identities. The goals of the course are to familiarize students with both canonical works and newer approaches to the field, augment students' ability to assess methodologies and evidence presented and utilized by the authors we read, and help prepare students for the comprehensive exam in American Politics.

Course Requirements:

1. Write two critical response memos
2. Regular participation in seminar
3. Attend class every week
4. Author Presenter role once in the quarter
5. Assume Authors' Defendant role once in the quarter
6. Take-Home Exam or Review Essay

Weekly Memos

Each memo should be 5-7 double spaced pages and should focus on 2-3 readings from the week.

Memos are due by 6 pm on Sunday night and should be circulated to the class by email.

Each student will complete 2 memos. Memos should be analytical in nature rather than summarize the readings. Your goal is to develop an original argument (theoretical, empirical, or methodological), which improves our understanding of the underlying issues of the week's topic. Late memos will not be accepted for credit. Memos cannot overlap with the weeks you are author presenter or assume the role of author's defendant. A sign-up will be circulated at the first class meeting.

Participation

This is a graduate seminar and your avid participation is vital to its success. Attendance and participation in the weekly seminar meeting is required. Students are expected to complete all assigned readings before class and come prepared to discuss the material. All students will be expected to contribute to the discussion at every class meeting. Quality of comments is valued over quantity. If students come to seminar unprepared the quality of discussion will be radically diminished. Students will be required to facilitate discussion and be the authors' defendant at least once in the semester. There will be a sign-up at the start of the semester.

Author Presenter

Students will be asked to lead discussion by presenting core aspects of one assigned reading in a 10-15-minute presentation using power point. Over the duration of the semester students will be required to present twice. It will simulate a conference style presentation and the presenter will present as if he/she is one of the authors of the work. The presentation should include the following:

- a. What is the research question?
- b. What literature/work is this work contributing to?
- c. What is the theory and hypotheses?
- d. What is the methodological approach and research design?
- e. What are the findings?
- f. What is the central contribution of the work and implications?

Authors' Defendant

As the authors' defendant you must seek to defend the theory, method, and value of the readings for a given week. This role does not require any written work but rather is a type of participation. As is the case in many graduate seminars, critiques of work are plentiful, however there is little praise or defense of work. Your job is to defend the value and merit of the readings from unjust attacks in order to keep the discussion balanced.

Research Paper/Take Home Exam

The final assessment can be a review essay on a topic of your choosing in American Politics, or a take-home exam that is a modified simulation of the comp exam. If you select the review essay option, a 2-page research proposal is due by **Monday Oct 28th**. The exam is a great opportunity to solidify your knowledge of a body of literature and good preparation for comps. More details regarding the assignment will be circulated during the quarter. Students will be required to submit their paper on the course website. Final review essays or take-home exams will be due **Thursday December 12th**.

Grade Breakdown:

Critical Response Memos:	20%
Author Presentation:	15%
Authors' defendant:	5%
Participation:	25%
Final Exam/Review Essay:	35%

Grading Policies & Procedures

The 4.0 scale used for this course is posted on Canvas. Written assignments and exams will report the raw score out of 100, the letter grade, and the corresponding 4.0 grade. Late assignments will not be accepted for credit.

Grade scale:

100-90= A range
89-80= B range
79-70= C range
69-60= D range
below 59 = range

Academic Misconduct

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the follow (WAC 478-120-024)

Academic misconduct includes:

- (a) **"Cheating,"** which includes, but is not limited to:
 - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
 - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **"Falsification,"** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **"Plagiarism,"** which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please consult with the professor. The Political Science/JSIS/LSJ/ CHID Writing Center also offers guidance on plagiarism: <http://depts.washington.edu/pswrite/forstudents.html>.

Canvas & VeriCite

Students are required to turn in written assignments in paper copy and electronic copy when noted on the assignment sheet. Please be aware that the electronic copy is submitted to VeriCite on the

Canvas website. It is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program. It is the student's responsibility to verify that the electronic upload to the Canvas site was successful and print a confirmation sheet with date and time for their records.

Collaborative Work

Please note that unless specifically granted by the professor or directly indicated on the assignment sheet otherwise, students should only complete assignments individually. Memos and papers are NOT to be completed in a collaborative effort with other students. Additional directions concerning these points will be further elaborated on specific course assignment handouts.

Accessibility/ Accommodations

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you should likewise contact DRS at 206-543-8924, email uwdrs@uw.edu, or online at <http://disability.uw.edu>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

For the university's policy on religious accommodations, please see <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>.

Course Materials:

I strongly recommend that you purchase all of the required books in this course to build your American Politics library. Books can be purchased online from sites such Amazon where used options are available. The books will NOT be available for purchase at a campus bookstore. Books with large selections on the syllabus are listed as required for purchase. All articles and shorter book selections are available for on the course website on Canvas under Files. They are organized by week. The reading schedule and reading selections are subject to change if the professor deems it necessary.

*Please note that by virtue of being a 10-week quarter length course on the field of American Politics, not all major subfields within American Politics can be covered in-depth nor even covered at all on this syllabus.

Books Required for Purchase

Larry M. Bartels. 2016. *Unequal Democracy: The Political Economy of the New Gilded Age*. 2nd Edition. Princeton: Princeton University Press.

Paul Frymer, 1999. *Uneasy Alliances: Race and Party Competition in America* Princeton: Princeton University Press

Doug McAdam and Karina Kloos. 2014. *Deeply Divided: Racial Politics and Social Movements in the Postwar America*. New York: Oxford University Press.

Dara Strolovich. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*. Chicago: University of Chicago Press.

Chris Zepeda- Millán. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York: Cambridge University Press.

Readings and Seminar Schedule

Week 1 (Sept. 30th) Inequality

Larry M. Bartels. 2016. *Unequal Democracy: The Political Economy of the New Gilded Age*. 2nd Edition. Princeton: Princeton University Press. Chs. 1, 4, 10, 11.

Michael Dawson and Megan Ming Francis. 2016. "Black Politics and the Neoliberal Racial Order." *Public Culture*. 28 (1 78): 23-62.

Rodney Hero. 2003. "Social Capital and Racial Inequality in America." *Perspectives on Politics*. 1(1): 113-122.

Juliet Hooker and Alvin B. Tillery. 2016. "The Double Bind: The Politics of Racial and Class Inequities in the Americas." Executive Summary of APSA Task Force on Racial and Social Inequalities.

Week 2 (October 7th) Race & Ethnicity

Lisa Garcia-Bedolla. 2005. *Fluid Borders: Latino Power, Identity, and Politics in Los Angeles*. Berkeley: University of California Press. Ch 3.

Vincent Hutchings and Nicholas Valentino. 2004. "The Centrality of Race in American Politics." *Annual Review of Political Science* 7:383-408.

Michael Jones-Correa. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca: Cornell University Press. Ch. 5

Desmond S. King and Rogers M. Smith. 2005. "Racial Orders in American Political Development." *American Political Science Review*. 99:75-92.

Natalie Masuoka and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. Chicago, IL: University of Chicago Press. Ch 2.

Week 3 (October 14th) Legislative Politics & Representation

Sarah Binder. 1999. "Dynamics of Legislative Gridlock, 1947-1996." *American Political Science Review*. 93 (3): 519-533.

Nolan McCarty. 2011. "Measuring Legislative Preferences." In *The Oxford Handbook of The American Congress*. Edited by Erick Schickler and Frances E. Lee. Oxford: Oxford University Press.

Kenneth A. Shepsle, and Barry Weingast. 1994. "Positive Theories of Congressional Institutions." *Legislative Studies Quarterly* 19:149-79.

Jane Mansbridge. 2003. "Rethinking Representation." *American Political Science Review*. 97(4): 515-27.

Richard Fenno. 1977. "U.S. House Members and Their Constituencies: An Exploration". *American Political Science Review* 71(3): 883-917.

Week 4 (October 21st) Presidency

Brandice Canes-Wrone. 2006. *Who Lead's Whom? Presidents, Policy, and the Public*. Chicago: Chicago University Press. Chs 2 and 3.

William Howell. 2005. "Unilateral Powers: A Brief Overview." *Presidential Studies Quarterly*. 35(3):417-439.

Samuel Kernell. 2006. *Going Public: New Strategies of Presidential Leadership* Washington, DC: CQ Press. Ch. 1-2

Richard E. Neustadt. 1990. *Presidential Power and the Modern Presidents*. New York: The Free Press, Ch. 3.

Week 5 (October 28th) Supreme Court

Lee Epstein, Jack Knight, Andrew Martin. 2001. "The Supreme Court as a Strategic National Policymaker." *Emory Law Journal*. 50: 583-612.

Lee Epstein and Jack Knight. 2013. "Reconsidering Judicial Preferences." *Annual Reviews of Political Science*. 16:11-31.

Mark Graber. 1993. "The Nonmajoritarian Difficulty: Legislative Deference to the Judiciary." *Studies in American Development*. 7(1): 35-73.

Howard Gillman. 2004. "Martin Shapiro and the Movement From "Old" to "New" Institutional Studies in Public Law Scholarship." *Annual Reviews of Political Science*. 7:363-382.

Nancy Maveety. 2003. "The Study of Judicial Behavior and the Discipline of Political Science." In *The Pioneers of Judicial Behavior*. Nancy L. Maveety. Ann Arbor: University of Michigan Press.

Jeffrey A. Segal, Charles Cameron, Lee Epstein, and Harold J. Spaeth, 1995. "Ideological Values and the Votes of U.S. Supreme Court Justices Revisited," *Journal of Politics* 57, (3): 812-823.

Week 6 (November 4th) Interest Groups

Frank Baumgartner and Beth Leech. 1998. *Basic Interests: The Importance of Groups in Politics and Political Science* Princeton, NJ: Princeton University Press Ch. 7.

Richard L. Hall, and Alan V. Deardorff. 2006. "Lobbying as Legislative Subsidy." *American Political Science Review* 100(1): 69-84.

Richard Hall and Frank Wayman. 1990. "Buying Time: Moneyed Interests and Mobilization of Bias in Congressional Committees," *American Political Science Review* 84, (3): 797-820.

Dara Strolovich. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*. Chicago: University of Chicago Press. Ch. 1-3, 6,7

Week 7 (November 11th) Political Parties

John Aldrich. 2011. *Why Parties? A Second Look*. Chicago: University of Chicago Press. Ch. 1 and 2.

Paul Frymer. 1999. *Uneasy Alliances: Race and Party Competition in America*. Princeton: Princeton University Press, Ch. 1-4.

Geoffrey C. Layman, Thomas M. Carsey, Juliana Menasce Horowitz. 2006. "Party Polarization in American Politics: Characteristics, Causes, and Consequences." *Annual Review of Political Science* 9: 83-110.

Kira Sanbonmatsu. 2002. "Political Parties and the Recruitment of Women to State Legislatures," *Journal of Politics* 64, (3): 791-809.

Week 8 (November 18th) Public Opinion

Dennis Chong and James N. Druckman. 2007. "Framing Theory". *Annual Review of Political Science*. 10:103-126.

Phillip E. Converse. 1964. "The Nature of Belief Systems in Mass Publics" in *Ideology and its Discontents* ed. By David Apter. New York: The Free Press of Glencoe.

Richard R. Lau and David P. Redlawsk. 2001. "Advantages and Disadvantages of Using Cognitive Heuristics in Political Decision Making," *American Journal of Political Science* 45: 951-71.

Benjamin I. Page and Robert Y. Shapiro. 1992. *The Rational Public: Fifty Years of Trends in Americans' Policy Preferences*. Chicago: University of Chicago Press. Ch. 1

John Zaller. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press. Ch. 2.

Week 9 (November 25th) Elections & Voting

Christopher Achen and Larry Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press. Ch. 2

Matt Barreto. 2007. "Si Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review*. 101 (3): 426-441.

Andrew Gelman and Julia Azari. 2017. "19 Things We Learned from the 2016 Election." *Statistics and Public Policy*. 4(1): 1-10.

Alan S. Gerber and Donald P. Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment". *American Political Science Review*. 9(1): 653-663.

Richard R. Lau and David Redlawsk. 1997. "Voting Correctly." *American Political Science Review*. (91)3: 585-598.

Steven J. Rosenstone and John Mark Hansen, 1993. *Mobilization, Participation, and Democracy in America*. New York: MacMillan. Ch. 5.

Week 10 (December 2nd) Social Movements

Doug McAdam and Karina Kloos. 2014. *Deeply Divided: Racial Politics and Social Movements in the Postwar America*. New York: Oxford University Press. Chs. 1, 3, 7, 8.

Chris Zepeda- Millán. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York: Cambridge University Press. Chs. Intro, 3, 4, 6.

FINAL REVIEW ESSAY OR TAKE-HOME EXAM DUE Thursday December 12th at 6pm.