

**Political Science 550**  
**American Politics Core**  
University of Washington, Seattle  
Savery Hall 141  
(Winter 2022)

Prof. Sophia Jordán Wallace

Class Meeting: Thursdays 1:30pm-4:20pm

Office Hours: By appointment in Gowen 148 immediately before class or by appointment on Zoom

**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.

\*Please note in a 10-week quarter-length course on the field of American Politics, it is not possible to provide a survey of the entire field or cover all major subfields within American Politics. More information about preparing for the comprehensive field exam in American Politics beyond this course will be discussed by the instructor.

**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 Wednesday night and should be circulated to the entire 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 quarter. There will be a sign-up at the start of the quarter.

#### *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 quarter students will be required to present once. 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.

#### *Review Essay/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 **Thursday, February 10<sup>th</sup>**. 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 review essay/ or exam on the course website. Final review essays or take-home exams will be due **Thursday, March 17<sup>th</sup>**.

#### **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 & SimCheck**

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 SimCheck 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.

### **COVID Policies**

We are all in this together! Unfortunately, the pandemic continues and could potentially impact course delivery mode, whether people are able to attend class, and how people are feeling. As such, the key principles driving covid best practices are safety, flexibility, communication, and empathy.

The health and safety of the entire University of Washington community is of the highest priority. Masks covering the nose and mouth are required in the classroom or other indoor spaces, regardless of vaccination status. Eating and drinking will not be permitted in class. The instructor has the authority to cancel class if students do not comply. Non-compliant students may be reported to the Community Standards and Student Conduct office. For further details on UW's face covering policy, see [here](#).

If you have [symptoms](#), do not come to class and do get [tested](#). For additional information about COVID-19 and UW policies, see [here](#).

Given the duration of the pandemic and a host of other serious political, social, and economic, crises that are ongoing, many people are struggling. If you are in need of additional supports, please utilize campus Mental Health resources, such as [Husky Health & Well-Being Portal](#), [Counseling Center](#) and/or [Hall Health](#).

If you are in need of additional flexibility or accommodation in this course due to a situation that arises, please be in communication with the instructor.

### **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](mailto: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.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

### **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 as 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 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.

#### **Books Required for Purchase**

Larry M. Bartels. 2016. *Unequal Democracy: The Political Economy of the New Gilded Age*. 2<sup>nd</sup> 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 Strolovitch. 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.

\*The instructor reserves the right to modify the syllabus and course readings.

## Readings and Seminar Schedule

### **Week 1 (January 6<sup>th</sup>) Inequality**

Larry M. Bartels. 2016. *Unequal Democracy: The Political Economy of the New Gilded Age*. 2<sup>nd</sup> 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 (January 13<sup>th</sup>) Race & Ethnicity**

Cathy Cohen. 1999. *Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. Chicago: University of Chicago Press. Ch 2.

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.

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

### **Week 3 (January 20<sup>th</sup>) 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 (January 27<sup>th</sup>) 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 (February 3<sup>rd</sup>) Judicial Politics**

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

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.

Allison P. Harris and Maya Sen. 2019. "Bias and Judging." *Annual Review of Political Science*. 22:241-59.

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 (February 10<sup>th</sup>) Interest Groups**

**\*\* 2-page proposal is due at the start of class if you are doing a review essay \*\***

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

### **Week 7 (February 17<sup>th</sup>) 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.

Lilliana Mason. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago: University of Chicago Press. Ch. 4.

### **Week 8 (February 24<sup>th</sup>) 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 (March 3<sup>rd</sup>) 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.

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

**Week 10 (March 10<sup>th</sup>) 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 March 17<sup>th</sup> at 6pm.**