

AMERICAN GOVERNMENT & POLITICS  
Government 510DL, Graduate Seminar (228610)  
George Mason University  
Thursdays 6:00pm – 7:10pm  
Spring 2021

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[Virtual Office Hours via Zoom. Choose a meeting time with this link.](#)  
Course Website: <http://blackboard.gmu.edu>

## I. Course Description

This course provides an introduction to the classic and contemporary scientific literature on American politics and government. This course is designed for both Master's-level and Ph.D.-level students, with varying expectations for each. Master's students will get acquainted with the main findings in the various subfields of American politics and demonstrate their ability to read, criticize, and articulate the research in this field. I expect PhD students in this course are planning to teach and conduct original research in American politics. I expect that most students have already had some exposure to the literature in American politics, but I understand that there may be great variety in the depth of your exposure. In general, this course is designed to help graduate students become introduced to the breadth of this literature, to know the state-of-the-literature on a variety of topics (described below), and to help you transition from being primarily a consumer of the literature to a producer of the literature.

We will cover a variety of topics in the Political Science subfield of American politics. This course is designed to be a survey course, such that our introduction to each topic will be somewhat brief. Advanced courses are offered (or could be) on every topic we touch, so you can think of this class as being just the tip of the iceberg. For many of you, this type of introduction provides an excellent way to sample the types of questions, methodologies, and research being conducted in the subfields of American politics, and this may help you to choose your own course of research and area of specialty. Broadly, we will cover both institutions and behavior—the two major subfields in American politics. This means we will touch upon topics such as Congress, Bureaucracy, Presidency, and Courts. But we will also cover Public Opinion, Elections, Campaigns, Political Parties, Political Organizations, and perhaps some other specialized topics that the class chooses to cover as a group.

## II. Course Goals

There are two primary goals for this course. First, students should gain a **working familiarity with the literature in American Politics**. One could not hope to understand the complete literature in only a semester, but this introduction will provide you with a foundation on which

you can begin to build more specialized knowledge. Students planning to research and teach in American politics should gain a fundamental grasp of the substance of research in this vast field. Students who do not expect to further study American politics will find the theoretical and methodological lessons are foundational to studying other subfields of political and social science. Second, students will **practice and improve their critical thinking, writing, and research skills** in this class. Students will have a heavy reading load, which is necessary to begin to dissect the voluminous literature in this field. Students will also actively engage with one another in research, presentations, and writing assignments.

### III. Course Format

This course is presented in a hybrid format with synchronous and asynchronous content. Over the course of 14 weeks, students will follow a regular pattern of activities each week consisting of the following:

1. Complete assigned **readings**, by Thursday at 6pm each week
2. Watch prepared **video lectures**, by Thursday at 6pm each week.
3. Participate in Thursday evening **synchronous meeting** (mandatory).
4. Submit **reading journal** entries, as described below and on-line, by Sunday at midnight each week (addressing readings from the previous week).
5. Complete one take-home **Midterm Exam** and one take-home **Final Exam**, in essay format.

In addition, there will be optional on-line networking activities, and other substantive supplemental content offered on a regular basis. These opportunities are provided to help students develop connections among one another and with Professor Victor, and also to help engaged course content with current political events.

### IV. Course Components

*Participation (15%)* Each week students will attend a 70-minute synchronous meeting in Blackboard Collaborate. These meetings follow a regular format where for about half the meeting, students will pose questions and observations about current events and engage with one another and the professor to analyze events using a political science lens (6:00 – 6:35). The second half of the meeting (6:35 – 7:10) will be a “flipped classroom,” where students can pose questions about the readings, raise discussion points, ask for clarification, etc. Attendance is mandatory and recorded. Students may be arranged into study groups for the purposes of facilitating these meetings and discussions. Students may miss one synchronous class meeting without grade penalty.

*Reading Journal (25%)* Each week each students will submit a 1 page document that contains a **brief summary of 3 of the week’s required readings**. Students may choose which readings to summarize. Each summary must include the following subheadings:

- *Research Question* – state the main question the research seeks to answer
- *Theory* – state the author’s unique idea that potentially explains the phenomenon of question, or that answers the question of the research.
- *Hypotheses* – restate the author’s primary expectation.
- *Test* – describe the means by which the author tests the main hypothesis. What method is used?

- *Results* – describe the main finding of the test and the concluding inference the author draws to answer the research question.

Each of the 5 subheadings should be answered as succinctly as possible; in one sentence if possible. Do your best to keep each weekly assignment to 1-2 pages. Your lowest reading journal score will be dropped (meaning students may skip one week if they choose).

*Midterm Exam (25%)* The Midterm Exam will consist of three essay questions, 800 words maximum per essay. Exams are open-book and open-note. Students must include APSA-style in-text citations and a complete bibliography, paying careful attention to quotations, references, and standards for plagiarism. Exams will be available on Monday, March 8 and **due by Sunday, March 14 at midnight.**

*Final Exam (35%)* The Final Exam will consist of four essay questions, 800 words maximum per essay. Exams are open-book and open-note. Students must include APSA-style in-text citations and a complete bibliography, paying careful attention to quotations, references, and standards for plagiarism. Exams will be available on Saturday, May 1 and **due by Thursday, May 6 at midnight.**

#### **V. Extra Credit, Missing and Late Work**

There are no opportunities for earning extra or bonus credit in this course. Late assignment or exams may be submitted for a 5 percent per day penalty.

#### **VI. News, media, and consumption of political information**

As a part of this course, it is your responsibility to be well-informed about current events and political news. It is increasingly difficult to learn about political events in a way that is even-handed and non-partisan. Here are some tips about how to consume news in a way that will provide you with the most value:

1. Consume a variety of well-respected news sources. In general, for national political news I recommend *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *USA Today*, and National Public Radio. Instructions for accessing subscription services through Mason are below.
2. Avoid television news altogether, except on election night.
3. Avoid getting your news exclusively from social media.
4. Avoid news sources that seek to provoke an emotional response. Try to consume news dispassionately. It's okay to have passion about politics, rights, justice, issues, etc. But try to consume news with a sense of curiosity, rather than an urge to be outraged, touched, or emotive in any sense. Train yourself to read a headline and response with, "Huh, that's interesting," rather than automatically clicking forward, like, retweet, etc.

*Instructions for access to news sources.* As a Mason student, your tuition provides you access to dozens of subscription-only resources through the Mason library. These include many expensive, high quality news sources.

1. Install the Duo Mobile app on your smart phone. For complete instructions on enrolling in Mason's two-factor authentication service (2FA) see [this](#).
2. Sign up for your own [New York Times](#) and [Financial Times](#) accounts using the Mason libraries. See <http://infoguides.gmu.edu/politics/news> for instructions.

3. Access [The Chronicle of Higher Ed](#) and [The Economist](#) through the links given here, as they route you through the Libraries' proxy server.
4. Access many national and local newspapers (including the *Wall Street Journal* and *Washington Post*) through the [Factiva News Pages](#).
5. Podcasts are also an excellent way to stay abreast of the news. Many podcasts also have written blog sites. I recommend the following politics and news themed podcasts, which you can find on iTunes, or your favorite podcast service:

FiveThirtyEight Politics	5 on 45, Brookings
Vox, The Weeds	Mischiefs of Faction
NPR, Up First	Slate, Political Gabfest
NPR, Politics Podcast	NYT, The Daily
The Economist Radio	Political Research Digest, The
The Ezra Klein Show	Niskanen Center

## VII. Resources for Students

College can be a stressful experience. It is normal to sometimes feel overwhelmed, out of place, or, insecure. Self-care strategies are important for maintaining your physical, emotional, and academic health. Developing self-awareness about stress, anxiety, or health issues is an important part of your development and success as a student. The following campus resources are available to you to help you learn to manage the complexities of your college:

[Center for Academic Advising, Retention, and Transitions](#)  
[Compliance, Diversity, and Ethics \(including sexual misconduct and harassment; Title IX\)](#)  
[Counseling and Psychological Services](#)  
[Covid-19 Information Page from GMU](#)  
[Disability Services](#)  
[Financial Aid](#)  
[International Programs and Services](#)  
[Learning Services](#)  
[Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Resources](#)

[Mathematics Tutoring Center](#)  
[Military Alliance Program](#)  
[Office of Diversity, Inclusion, and Multicultural Education](#)  
[Online Learning Services](#)  
[Safe Return to Campus Plan](#)  
[Student Conduct](#)  
[Student Emergency Assistance Funding](#)  
[Student Health Services](#)  
[University Career Services](#)  
[University Life](#)  
[University Writing Center](#)

## VIII. Class Policies

- A. *Class Attendance and Participation.* Learning is an *active*, rather than *passive*, exercise. To succeed in this class, complete all the activities each week: readings, watching lessons, attending synchronous sessions, quizzes, and activities. Attendance and participation are not credited for points, but students who do not participate may struggle to perform well on graded assessments.
- B. *Readings.* As is the case with attendance, keeping pace with the reading is essential to succeeding in this class. It is *your* responsibility to obtain copies of the readings prior to the

date we will discuss them in class. I will do everything I can to make this task easier for you. You will be much more successful in this course if you complete the assigned readings and *take notes* on them.

- C. *Technology*. This is a Distance Learning (DL) class. Students must have a laptop or desktop computer and a high-speed internet connection to adequately participate in all aspects of the course. If you have difficulty obtaining adequate technology, or require training for using technology in the course, please contact the instructor. When watching lectures or attending synchronous meeting, do so from a quiet space, and eliminate distractions (electronic and otherwise) from your environment.
- D. *Cheating, Plagiarism, and Academic Integrity*. Students in this course will be expected to comply with the George Mason University Honor Code (see <https://oai.gmu.edu/mason-honor-code/>). There are three simple guidelines to follow with respect to academic integrity: (1) all work you submit must be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the expectations for any assignment, ask for clarification. Any student engaged in any academic misconduct *will receive an F on the offending exam or assignment*. Egregious violations will result in an F grade for the course and will be reported to the appropriate Dean's office. These violations include cheating on an exam, using someone else's work as your own, and plagiarizing the written word. Plagiarism (using someone else's words or ideas without providing credit or citation) is a serious offense. *If you have any questions at all about what constitutes cheating, plagiarism, or academic misconduct, please ask the instructor.*
- E. *Students with Disabilities*. If you are a student with a disability and you need academic accommodations, please contact the instructor and contact Disability Services at 703.993.2474 or [ods.gmu.edu](https://ods.gmu.edu). All academic accommodations must be arranged through that office.
- F. *Diversity is a value*. George Mason University values diversity in its learning, research, and civic activities. All members of the Mason community are asked to show respect to one another at all times. The learning environment in this class respects a wide array of viewpoints, and students of all cultural, ethnic, religious, and political backgrounds are welcome. More information about Mason's policies surrounding diversity can be found at the [Office of Diversity, Inclusion, and Multicultural Education \(ODIME\)](#). Should you need accommodations related to observing a religious holiday, please contact the instructor. For your reference, a list of [major religious holidays can be found here](#). It is students' responsibility to communicate with the instructor if religious observations conflict with course requirements.
- G. *Student Privacy*. The Family Educational Rights and Privacy Act (FERPA) grants students continuous access to educational records upon their request, allows students to amend their record if errors are found, and restricts how and when educational records can be disclosed. Your instructor will not release information about your academic record in this course to anyone without the student's permission. [More information about FERPA is here](#).

H. *Email.* Mason uses only Mason e-mail accounts to communicate with enrolled students. Students must activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class. *Email etiquette:* An email is a professional correspondence; do not write it as if it is a text message, snap, tweet, or IM. Always use a salutation and sign your name. Consider creating a signature that automatically inserts your name and basic contact information at the bottom of your emails. Use proper punctuation and grammar.

I. *Dropping or withdrawing.*

February 1	Last day to add
February 12	Last day to drop (no tuition penalty)
February 13 – 16	Drop with 50% tuition liability
February 17 – March 1	Drop with 100% tuition liability
March 2 – April 1	<a href="#">Selective Withdraw</a> opportunity (results in “W” grade)

After April 1 there are no options for withdrawing from the course. If you have concerns about your performance in the course, or you find yourself unable to perform for any reason, you should discuss your concerns with your teaching assistant, professor, advisor, and Assistant Dean (in that order). Students seeking to drop or withdrawal are responsible for doing so on their own in Patriot Web. If you need help or advice, please see your academic advisor ([gvip@gmu.edu](mailto:gvip@gmu.edu)--Government and International Politics majors, or [puad@gmu.edu](mailto:puad@gmu.edu)--Public Administration majors).

## IX. Required Texts

The reading load for this course is intense. We will read about a book a week, in addition to a handful of articles. It is vital that you keep up with the readings. One of the most important skills you will learn as a graduate student (most important in terms of being successful in graduate school) is how to efficiently digest a large volume of readings. I know that you will not be able to read every word that is assigned; but you will need to learn how to quickly glean the most important points from each reading. While I cannot require it, I *strongly* encourage you to take notes on everything you read. Good organization and careful note taking will increase your retention of the material, improve your ability to recall information, lead to superior classroom discussions, and reduce your research and study time at later points. Taking notes may mean it takes longer to get through some material, but the (long term) benefits of doing so, far exceed the (short term) costs. As a minor guide to digesting volumes of information in an efficient way, use the following questions to help focus your attention about each piece of research:

- 1.) What is the main question the author is asking?
- 2.) What motivates the question/why is the author asking the question?
- 3.) What is the primary expectation, hypothesis, or claim the author seeks to test?
- 4.) On what theory or logic is the expectation based?
- 5.) What methods of investigation has the author used to evaluate the claim?
- 6.) What are the primary findings? Were the expectations met?
- 7.) How does this research advance, or contribute to, our knowledge of this topic?

In addition to the following required texts, a series of articles are listed in the detailed weekly description below. I strongly recommend that students use bibliographic software to access, document, and catalog the items they read. While there are many such software options around, I recommend using Zotero, a free add-in for your web-browser. It works with most browsers but is designed to work in Firefox and you'll get the most functionality from it if you use it with Firefox. Information and tutorials on Zotero are available [here](http://infoguides.gmu.edu/politics/zotero) (<http://infoguides.gmu.edu/politics/zotero>). As a first assignment, I ask that students explore this software and use download all the readings into Zotero. All the readings are available through web access at Mason's library. I recommend using Jstor.org or Google Scholar (<http://scholar.google.com/>) to find the articles listed below. You'll need to be logged into a secure Mason portal, either from a campus IP, or through a remote Mason VPN connection ([https://sslvpn01.gmu.edu/dana-na/auth/url\\_default/welcome.cgi](https://sslvpn01.gmu.edu/dana-na/auth/url_default/welcome.cgi)). From the library homepage you can search for Jstor, which will give you most of the articles, except those published in the last few years. Using bibliographic software will make your life easier—never fret about formatting a bibliography ever again! For graduate students who expect to take field exams, this approach is essential.

### Required Books

We will read large portions of the following books:

- Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016.
- Dahl, Robert A., and Ian Shapiro. *On Democracy*. New Haven: Yale University Press, 2020., Chs. 1-7
- Francis, Megan Ming. *Civil Rights and the Making of the Modern American State*. Cambridge: Cambridge University Press, 2014. <https://doi.org/10.1017/CBO9781139583749>., Chs. 1, 2, 3, and 6
- Jardina, Ashley. *White Identity Politics*. 1st edition edition. Cambridge, United Kingdom: Cambridge University Press, 2019. Chs. 1 – 4, 7, and 9.
- Mayhew, David R. 2004. *Congress: The Electoral Connection, Second Edition*. 2 edition. New Haven: Yale University Press. Part I
- Michener, Jamila. *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. Cambridge University Press, 2018., Chs. 1- 4, and 8
- Olson, Mancur. 2009. *The Logic of Collective Action*. Harvard University Press., Chs. 1, 2, 5, and 6.
- Schattschneider, Elmer E. 1975. *The Semi-Sovereign People: A Realist's View of Democracy in America*. 1 edition. Hinsdale, Ill: Cengage Learning. Chs. 1-4

## X. Course Schedule and Reading Assignments

Each week follows the same pattern. Do the readings. Watch the videos. Attend lecture. Submit reading journal. Below, books are written in boldface type.

### Thursday, January 28

#### WHY GOVERNMENT?

*Required Readings:*

**Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Ch. 1**

Bond, Jon R. "The Scientification of the Study of Politics: Some Observations on the Behavioral Evolution in Political Science." *Journal of Politics* 69, no. 4 (2007): 897–907. doi:10.1111/j.1468-2508.2007.00597.x.

**Dahl, Robert A., and Ian Shapiro. *On Democracy*. New Haven: Yale University Press, 2020., Chs. 1-7**

Lieberman, Robert C., Suzanne Mettler, Thomas B. Pepinsky, Kenneth M. Roberts, and Richard Valelly. "The Trump Presidency and American Democracy: A Historical and Comparative Analysis." *Perspectives on Politics* 17, no. 2 (June 2019): 470–79.

<https://doi.org/10.1017/S1537592718003286>

*The Federalist Papers*, No. 10 & No. 51

### Thursday, February 4

#### FEDERALISM

*Required Readings:*

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

**Michener, Jamila. *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. Cambridge University Press, 2018., Chs. 1- 4, and 8**

### Thursday, February 11

#### CIVIL RIGHTS AND CIVIL LIBERTIES

*Required Readings:*

**Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Ch. 3**

**Francis, Megan Ming. *Civil Rights and the Making of the Modern American State*. Cambridge: Cambridge University Press, 2014.**

<https://doi.org/10.1017/CBO9781139583749>., Chs. 1, 2, 3, and 6

Merolla, Jennifer L., Abbylin H. Sellers, and Derek J. Fowler. "Descriptive Representation, Political Efficacy, and African Americans in the 2008 Presidential Election." *Political Psychology* 34, no. 6 (2013): 863–75. doi:10.1111/j.1467-9221.2012.00934.x.

Wasow, Omar. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review* 114, no. 3 (August 2020): 638–59.

<https://doi.org/10.1017/S000305542000009X>.



**Thursday, February 18**

INEQUALITY, POLARIZATION AND DEMOCRACY

*Required Readings:*

**Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Ch. 4**

**Schattschneider, Elmer E. *The Semi-Sovereign People: A Realist's View of Democracy in America*. 1 edition. Hinsdale, Ill: Cengage Learning, 1975. Chs. 1 - 4**

**Schlozman, Kay Lehman, Henry E. Brady, and Sidney Verba. *Unequal and Unrepresented: Political Inequality and the People's Voice in the New Gilded Age*. S.I.: Princeton University Press, 2020., Chs. 1- 3**

**Thursday, February 25**

CONGRESS

*Required Readings:*

**Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Ch. 5**

Anzia, Sarah F., and Christopher R. Berry. "The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?" *American Journal of Political Science* 55, no. 3 (2011): 478–93.

Binder, Sarah. "The Dysfunctional Congress." *Annual Review of Political Science* 18, no. 1 (May 11, 2015): 85–101. <https://doi.org/10.1146/annurev-polisci-110813-032156>.

**Mayhew, David R. *Congress: The Electoral Connection, Second Edition*. 2 edition. New Haven: Yale University Press, 2004. Part I**

Carey, John M., Richard G. Niemi, and Lynda W. Powell. "The Effects of Term Limits on State Legislatures." *Legislative Studies Quarterly* 23, no. 2 (May 1998): 271. doi:10.2307/440283.

Kingdon, John W. "Models of Legislative Voting." *The Journal of Politics* 39, no. 03 (August 1977): 562. doi:10.2307/2129644.

Lebo, Matthew J., Adam J. McGlynn, and Gregory Koger. "Strategic Party Government: Party Influence in Congress, 1789-2000." *American Journal of Political Science* 51, no. 3 (July 1, 2007): 464–81.

Ringe, Nils, Jennifer Nicoll Victor, and Wendy Tam Cho. "Legislative Networks." In *The Oxford Handbook of Political Networks*. University of Oxford Press, 2016. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190228217.001.0001/oxfordhb-9780190228217-e-19>.

**Thursday, March 4**

PRESIDENCY

*Required Readings*

**Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Ch. 6**

Canes-Wrone, Brandice, and Kenneth W. Shotts. "The Conditional Nature of Presidential Responsiveness to Public Opinion." *American Journal of Political Science* 48, no. 4 (October 2004): 690–706. <https://doi.org/10.1111/j.0092-5853.2004.00096.x>.

Canes-Wrone, Brandice. 2001. "The president's legislative influence from public appeals," *American Journal of Political Science* 45 : 313-329.

**Kernell, Samuel. 1986. *Going Public: New Strategies of Presidential Leadership*. Washington: CQ Press. Chs. 1-3**

**Neustadt, Richard E. 1990. *Presidential Power and the Modern Presidents*. Simon and Schuster., Chs. 1 - 3**

**Stephen Skowronek. 1997. *The Politics Presidents Make: Leadership from John Adams to Bill Clinton*. Cambridge: Harvard University Press., Chs. 1 - 3**

### **Thursday, March 11**

#### BUREAUCRACY

##### *Required Readings*

Kiewiet, D. Roderick, and Mathew D. McCubbins. "Presidential Influence on Congressional Appropriations Decisions." *American Journal of Political Science* 32, no. 3 (1988): 713–36. <https://doi.org/10.2307/2111243>.

McCarty, Nolan. 2000. "[Presidential Pork: Executive Veto Power and Distributive Politics](#)." *American Political Science Review* 94(1): 117-129.

McCubbins, Mathew D., and Thomas Schwartz. "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms." *American Journal of Political Science* 28, no. 1 (February 1984): 165. doi:10.2307/2110792.

Miller, Gary J., and Andrew B. Whitford. "The Principal's Moral Hazard: Constraints on the Use of Incentives in Hierarchy." *Journal of Public Administration Research and Theory: J-PART* 17, no. 2 (2007): 213–33.

### **Thursday, March 18**

#### JUDICIARY

##### *Required Readings*

Bartels, Brandon L. "The Constraining Capacity of Legal Doctrine on the U.S. Supreme Court." *The American Political Science Review* 103, no. 3 (August 1, 2009): 474–95.

Dahl, Robert A. "Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker Policy Making in a Democracy: The Role of the United States Supreme Court: Role of the Supreme Court Symposium, No. 1." *Journal of Public Law* 6, no. 2 (1957): 279–95.

**Epstein, Lee and Jack Knight. 1998. *The Choices Justices Make*. Washington, DC: CQ Press., Chs. 1- 3.**

Nicholson, Stephen P., and Thomas G. Hansford. "Partisans in Robes: Party Cues and Public Acceptance of Supreme Court Decisions." *American Journal of Political Science* 58, no. 3 (July 1, 2014): 620–36. doi:10.1111/ajps.12091.

### **Thursday, March 25**

#### IDEOLOGY AND PUBLIC OPINION

##### *Required Readings:*

- Abramowitz, Alan I., and Kyle L. Saunders. "Ideological Realignment in the U.S. Electorate." *The Journal of Politics* 60, no. 03 (August 1998): 634. doi:10.2307/2647642.
- Abramowitz, Alan I., and Steven Webster. "The Rise of Negative Partisanship and the Nationalization of U.S. Elections in the 21st Century." *Electoral Studies* 41 (March 1, 2016): 12–22. <https://doi.org/10.1016/j.electstud.2015.11.001>.
- Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. **Ch. 7**
- Barker, David C., and James D. Tinnick. "Competing Visions of Parental Roles and Ideological Constraint." *American Political Science Review* 100, no. 02 (2006): 249–63.
- Cramer, Katherine J. "The Grievances of the White Working Class." *Contexts* 16, no. 2 (Spring 2017): 20–22.
- Gadarian, Shana Kushner, and Bethany Albertson. "Anxiety, Immigration, and the Search for Information." *Political Psychology* 35, no. 2 (April 2014): 33.
- Jardina, Ashley. *White Identity Politics*. 1st edition edition. Cambridge, United Kingdom: Cambridge University Press, 2019. Chs. 1-4,**
- Mason, Lilliana. "'I Disrespectfully Agree': The Differential Effects of Partisan Sorting on Social and Issue Polarization: PARTISAN SORTING AND POLARIZATION." *American Journal of Political Science* 59, no. 1 (January 2015): 128–45. <https://doi.org/10.1111/ajps.12089>.
- Zaller, John. "Information, Values, and Opinion." *The American Political Science Review* 85, no. 4 (December 1, 1991): 1215–37. doi:10.2307/1963943.

#### Thursday, April 1

##### VOTING, CAMPAIGNS, AND ELECTIONS

##### *Required Readings:*

- Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Chs. 8 & 9**
- Burden, Barry C., David T. Canon, Kenneth R. Mayer, and Donald P. Moynihan. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform." *American Journal of Political Science* 58, no. 1 (2014): 95–109. doi:10.1111/ajps.12063.
- Fraga, Bernard L. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout." *American Journal of Political Science* 60, no. 1 (January 2016): 97–122. <https://doi.org/10.1111/ajps.12172>.
- Nickerson, David W. "Is Voting Contagious? Evidence from Two Field Experiments." *American Political Science Review* 102, no. 01 (February 2008). doi:10.1017/S0003055408080039.
- Rolfe, Meredith, and Stephanie Chan. "Voting and Political Participation." *The Oxford Handbook of Political Networks*, September 20, 2017. <https://doi.org/10.1093/oxfordhb/9780190228217.013.15>.
- Santoro, Lauren Ratliff, and Paul A. Beck. "Social Networks and Vote Choice." *The Oxford Handbook of Political Networks*, September 20, 2017. <https://doi.org/10.1093/oxfordhb/9780190228217.013.40>.

#### Thursday, April 8

## POLITICAL PARTIES

### *Required Readings:*

- Bawn, Kathleen, Martin Cohen, David Karol, Seth Masket, Hans Noel, and John Zaller. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." *Perspectives on Politics* 10, no. 03 (September 2012): 571–97. <https://doi.org/10.1017/S1537592712001624>.
- Grossmann, Matt, and David A. Hopkins. *Asymmetric Politics: Ideological Republicans and Group Interest Democrats*. 1 edition. New York, NY: Oxford University Press, 2016. Chs. 1 & 2**
- Miller, Gary, and Norman Schofield. "Activists and Partisan Realignment in the United States." *American Political Science Review* 97, no. 02 (2003): 245–60.
- Victor, Jennifer Nicoll, and Gina Yannitell Reinhardt. "Competing for the Platform: How Organized Interests Affect Party Positioning in the United States." *Party Politics* 24, no. 3 (2018): 265–77. <https://doi.org/10.1177/1354068816678888>.
- Woon, Jonathan, and Jeremy C. Pope. "Made in Congress? Testing the Electoral Implications of Party Ideological Brand Names." *The Journal of Politics* 70, no. 3 (July 1, 2008): 823–36.

## **Thursday, April 15**

### LOBBYING AND GROUPS

#### *Required Readings:*

- Carpenter, Daniel P., Kevin M. Esterling, and David M. J. Lazer. "Friends, Brokers, and Transitivity: Who Informs Whom in Washington Politics?" *The Journal of Politics* 66, no. 1 (February 1, 2004): 224–46. doi:10.1046/j.1468-2508.2004.00149.x.
- Esterling, Kevin M. "Buying Expertise: Campaign Contributions and Attention to Policy Analysis in Congressional Committees." *American Political Science Review* 101, no. 01 (2007): 93–109.
- Hall, Richard L., and Alan V. Deardorff. "Lobbying as Legislative Subsidy." *American Political Science Review* 100, no. 01 (2006): 69–84.
- Olson, Mancur. (1971) [1965]. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press. Chs. 1, 2, 5, and 6.**

## **Thursday, April 22**

### MEDIA AND POLITICS

- Boydston, Amber E., and Peter Van Aelst. "New Rules for an Old Game? How the 2016 U.S. Election Caught the Press off Guard." *Mass Communication and Society* 21, no. 6 (November 2, 2018): 671–96. <https://doi.org/10.1080/15205436.2018.1492727>.
- Druckman, James N., Matthew S. Levendusky, and Audrey McLain. "No Need to Watch: How the Effects of Partisan Media Can Spread via Interpersonal Discussions." *American Journal of Political Science* 62, no. 1 (2018): 99–112.
- Malhotra, Matt Levendusky and Neil. "The Media Make Us Think We're More Polarized than We Really Are." *Washington Post*, February 5, 2014, sec. Monkey Cage. <https://www.washingtonpost.com/news/monkey-cage/wp/2014/02/05/the-media-make-us-think-were-more-polarized-than-we-really-are/>.

Searles, Kathleen, and Kevin K Banda. "But Her Emails! How Journalistic Preferences Shaped Election Coverage in 2016." *Journalism* 20, no. 8 (August 2019): 1052–69.  
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**Young, Dannagal Goldthwaite. *Irony and Outrage: The Polarized Landscape of Rage, Fear, and Laughter in the United States*. Oxford University Press, 2019., Chs. 1 - 4**

**Thursday, April 29**

PUBLIC POLICY

**Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. Chs. 10 & 11**

**Binder, Sarah, and Mark Spindel. *The Myth of Independence: How Congress Governs the Federal Reserve*. Reprint edition. Princeton; Jackson: Princeton University Press, 2019., Chs. 1, 2, 3, and 8**

**Jardina, Ashley. *White Identity Politics*. 1st edition edition. Cambridge, United Kingdom: Cambridge University Press, 2019. Chs. 7-9.**