

Political Science 0200: Introduction to American Politics

Fall semester, 2022

Tuesdays and Thursdays, 1:45-2:35
110 Annenberg

Instructor

Professor Michele Margolis

E-mail: mmargo@sas.upenn.edu

401 Perelman Center for Political Science and Economics

Student drop-in hours:

- Mondays, 1:15 - 2:45pm, via Zoom, no appointment needed
 - Zoom room for Office Hours: <https://upenn.zoom.us/my/margolisfall2022>
- Thursdays, 3:00pm - 4:30pm, in-person (401 PCPSE), no appointment needed

Preferred pronouns: she/her

Synchronous viewing via Zoom (for Penn users only)¹: <https://bit.ly/3dvDSNA>

Meeting ID: 979 2479 6283

Passcode: 139973

Teaching Assistants

Claire Ma: macla@sas.upenn.edu

Lydia Orr: lydia.orr@temple.edu

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Recitation details²

- 201: Thursday, 3:30-4:30; Claire
- 202; Thursday, 3:30-4:30; Nick
- 203; Thursday, 5:15-6:15; Nick
- 204; Thursday, 7:00-8:00; Nick
- 205; Friday, 8:30-9:30; Lydia
- 206; Friday, 10:15-11:15; Lydia
- 207; Friday, 12:00-1:00; Lydia
- 208; Friday, 1:45-2:45; Claire
- 209; Friday, 3:30-4:30; Claire

¹ Full link here: <https://upenn.zoom.us/j/97924796283?pwd=Nzl6L0VMZW5uOFIVb0xJdEdtMEZFUT09>.

Having trouble logging into Zoom? Make sure you're signed in via your Penn account. For help, see here: <https://computing.sas.upenn.edu/zoom-upenn-signin>.

² We cannot orchestrate recitation switching. If you want to change your recitation, set an alert on Path@Penn. Students must be enrolled in a recitation section in order to take the class, and students must attend the recitation section to which they are enrolled.

Course Description

This course is an introduction to American politics suitable for both political science students and those who will choose other majors. The purpose of the course is to provide a wide-ranging factual and theoretical understanding of contemporary politics in the United States. We begin by looking at the structural and ideological foundations of the American political system. These concepts are then used to study a broad selection of topic areas concerning political behavior and political institutions.

To that end, this course will help you understand the structure and function of American government and will give you a structure and framework to use to analyze American politics. While we will cover contemporary events, the class is not a current events class. Nor is the class simply AP U.S. Government: this class will go well beyond the standard AP curriculum and incorporate some of the latest scholarship on American politics into the class as well. You're all very smart Penn students, so I know you can handle the challenge!

Text

Kollman, Ken. 2019. [Readings in American Politics: Analysis and Perspectives](#). 5th Edition. New York. W.W. Norton & Company, Inc.

I will refer to readings from this book as "RAP" on the schedule below.

I am not sure if students can purchase an older addition; I know new readings are added in different editions. But the 5th edition came out two years ago and there are many used copies available online. I would therefore recommend buying the fifth edition just to be certain. You are welcome to buy an earlier edition, but you are responsible for the assigned reading in this course. There are also copies of RAP in Van Pelt (main library).

Requirements

1. Paper #1 (15% of the final grade): The details about the paper options and deadlines are below.
2. Paper #2 (25% of the final grade): The details about the paper options and deadlines are below.
 - You are to individually write these papers. You may bounce ideas and work on outlining your work with classmates, friends, family, tutors, etc. But the writing is to be done by you. All papers will be run through plagiarism software.
3. Midterm exam (20% of the final grade): The exam will be a take-home exam where students can make use of notes and readings. Students will have approximately 36 hours to take the exam (which will not take anywhere close to that amount of time!)
 - Students are to take the exam individually and not discuss the exam with anyone else (whether part of PSCI 0200 or not).
 - The exam will be submitted through plagiarism software.
4. Final exam (30% of the final grade): The exam will be a timed exam on the date and time set by the college registrar office. The exam will not be a traditional blue-book exam despite being timed; instead, students will type out their answers and have access to their notes and readings.³

³ If there are any students who would rather handwrite the exam rather type it, we can make arrangements for that.

- Students are to take the exam individually and not discuss the exam with anyone else (whether part of PSCI 0200 or not).
 - The exam will be submitted through plagiarism software
 - Anyone who is unable to take the final exam at this time will receive a “II” in the class and take the alternate final exam during the officially scheduled make-up exam time for the Political science department early in the Spring 2023 semester.
5. Participation (10% of the final grade: 8% participation in section; 2% anonymous surveys)
- The purpose of the recitations is two-fold. First, it is a place for students to ask questions about the lectures and the readings. Second, it is a place for students to engage in informed and in-depth discussions about the readings and podcasts. I will drop your lowest two weeks when calculating your recitation grade, so you can miss two weeks without it affecting your grade at all. Someone who simply attends recitation without participating will receive no higher than a “C” for their recitation grade. The expectation is that you will have read, in-depth, the assigned reading (or listened to the assigned podcast) before section. Your recitation grade is based on your recitation leader's assessment of the effectiveness of your recitation participation. Each recitation leader will make it clear what their specific expectations are for their section. Your recitation grade will count for 8% of your grade.
 - The remaining 2% comes in the form of overcoming a collective action problem. Over the course of the semester, I will ask students to take surveys or provide feedback of one form or another. For each task or survey, if 88% of the class participates, then everyone gets credit. If less than 88% participates, then no one gets credit. Each survey or task will receive 1 point for credit and 0 points for non-credit. At the end of the semester, everyone will receive the same grade for the 2%.

All assignments must be submitted to receive credit for the course. If you fail to complete any assignment, you risk a failing grade for the entire course even if you can pass numerically.

Rewarding improvement

The grading breakdown for students who perform seven percentage points or higher on paper #2 compared to paper #1 will be changed to 12% for paper #1 and 28% for paper #2. The grading breakdown for students who perform seven percentage points or higher on the final exam compared to the midterm exam will be changed to 17% for the midterm and 33% for the final exam.

It's an election year!

It is the midterms! While this is a course about American Politics in general, and not just on campaigns and elections, we are going to dedicate some time learning about two important races, both inside and outside the classroom!

Appealing a grade

I will work with the TAs to ensure consistent and fair grading takes places across assignments and graders. If you would like to appeal a grade, you must do in writing no fewer than two days and

no more than two weeks of the assignment being handed back. In the appeal, you must respond to the TA's comments or areas where points were taken off and justify why additional points are warranted. Please email all appeals. A note about appealing grades: Grade appeals *may* result in a lower grade than the grade originally given.

Due dates, late policies, and conflicts

There are two paper due dates.

- Paper #1: September 29
- Paper #2: November 17

Students will write two papers over the course of the semester. Papers must be submitted via Canvas by **1:30pm** (15 minutes **before** class starts) on the due date.

Sometimes life happens and we all need a bit of extra time. For **one** paper, students are allowed to submit a paper late.

- Paper is due by 11:59pm the day after the paper is due, so an extra 1.5 days to write the paper. (11:59pm on Friday, September 30th and 11:59pm on Friday, November 18th for papers 1 and 2, respectively).
- A survey will be available the week before both papers are due. Students who are using the extension must fill out the survey to let us know—by the original due date—that they are using the additional time. Students who do not fill out the survey are expected to turn their papers in on time and standard late policies apply.

Late paper penalties when not using the extension: The late penalty is two percentage points for the first 18 hours late, two percentage points between hours 18 and 24, and then two percentage points every 12 hours thereafter.

Late paper penalties when using the extension: Two percentage points every 12 hours the paper is late (with late being the new deadline).

Details about the papers will be available on Canvas under “Files/Paper topics”.

The midterm will be made available via Canvas at 12:00pm on **Tuesday, October 18**. There will not be a regular lecture held on October 18, but I will be available via Zoom to answer questions about the exam. The exam is due on October 19th at 11:59pm and must be submitted via Canvas. I will take 2% off every 6 hours the exam is late.

The final exam will be held during the allocated time decided upon by the registrar's office. There will not be make-up or early exams held during the semester. Anyone who is unable to take the final exam at this time will receive a “II” in the class and take the alternate final exam during the officially scheduled make-up exam time for the Political science department early in the Spring 2023 semester.

Students are responsible for taking the exam in a place with stable Internet access so that they can upload the exam to Canvas after taking the exam. There will be a 15-minute grace period after the

exam ends to allow people facing technical difficulties to upload the exam (or email it to the instructors if absolutely necessary). After the 15-minute grace period; however, students will lose 1.25% every hour the exam is late up to two hours. After the two-hour mark, the exam will not be accepted and students will receive an “II” and have to take the final exam during the Spring semester. [Here](#) is where the university publishes final exam information. I will announce the date and time as soon as I know it, but you can also check for yourself.

Statement of academic integrity

Students are bound to uphold the Code of Academic Integrity. The code prohibits activities that “have the effect of intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance.” Students are responsible for fully adhering to the code; the details can be found online at <http://www.upenn.edu/academicintegrity/>. Please note that ignorance of these guidelines is no excuse for failure to comply with them.

Note that all work is submitted through Canvas, and I use turnitin.com to check for plagiarism on all assignments.

Penalties for academic dishonesty are up to the professor, which (in my case), definitely means receiving a 0 on the assignment in question and may include failing the course. If you have questions about what constitutes plagiarism, feel free to speak with me, a TA, or someone in the library.

Inclusion

A central goal for this class is to foster an inclusive, supportive, inquisitive environment in which all our students can be, explore, question, and express their authentic selves, irrespective of their specific backgrounds or identities. We are tremendously fortunate to live in a society and a university that is diverse across many dimensions, and to have the opportunity to learn from each other across lines of age, class, ethnicity, gender, language, nativity, nationality, politics, race, religion, and many others

Building supportive, inquisitive, respectful communities amidst diversity and disadvantage cannot be a passive process—it requires an active, often strenuous effort to listen to one another, to understand one another, and to respect one another. I ask that all students approach this course in a spirit of good faith and forbearance. We are members of a single intellectual community, here to grow and learn from each other. Comments, opinions, and behaviors that may be common or condoned in some communities may be concerning or offensive in others. I try to be quick to listen and slow to judge; I ask the same of my students.

With respect to gender, students are very welcome but not obligated to share their pronouns with me and/or their classmates as they feel comfortable. Some students appreciate the recognition and opportunity to self-identify; other students may be questioning their relationship to these categories and may prefer not to. I simply ask that students be respectful of one another.

Electronic devices and recording

Every student has the right to listen to the lecture undistracted by others' use of electronic devices. There is no reason that a cell phone needs to be audible or visible during class. If you must receive an urgent phone call or text during class, please step out into the hallway to do so. I also discourage you from using laptops during lecture. [Research](#) suggests you learn less by taking notes on laptops. Using your computers may not only distract you by reading the news, emailing, or texting, but doing those things can also distract your fellow students. If there is student demand (based on survey responses), I will designate a "laptop free" section of the classroom for students who wish to take notes using pen and paper.

Students may not take photos or record during class. Modified lecture slides will be posted on Canvas. Additionally, recording—either audio or with video—is not allowed.

Attendance

Attendance at lectures is not mandatory. If you are feeling at all sick or displaying any COVID-19 related symptoms, please be considerate of your classmates and stay home. Students who cannot attend in-person lecture can join the class via Zoom (link at top of syllabus). Lectures, however, will **not** be recorded.

I will post modified slides on Canvas within 24 hours of class ending. The slides may prove helpful to students who attend lecture but want to revisit a specific topic or to confirm any announcements made at the beginning of class. But slides are not a substitute for attending class. Looking at the slides alone will leave a student confused and misled.

Attendance in recitations is expected and is part of your grade. If you miss more than two recitations during the semester, you must be in contact with your TA or else be penalized in your grade. Also, if you need to miss a recitation for any reason, please contact your TA through Canvas.

Soliciting feedback

Email should be used to ask short and straightforward questions. I will respond within 24 hours, likely sooner. Be sure to check the syllabus and Canvas before writing with a question that I may have already answered. Office hours are meant to ask substantive questions, follow up on discussion from class / a comment on a paper, or to ask for feedback on an idea for a paper.

Orange words

Introduction to American Politics (PSCI-0200) does not have any pre-requisites but assumes students have a working knowledge of American History and Government. There will be some terms and concepts that we build on in class without providing extensive explanation or background. These words and phrases will appear in ORANGE in the slides. I will keep an updated document on Canvas that gives a brief explanation of each orange word discussed in class. I encourage students who are unfamiliar with (or have forgotten the detail associated with) an orange word to look on the compiled document (or use Google!).

Communication

We all need to be flexible this semester! To that end, all students are required to have an email account that they check regularly. Not checking your email will not be an excuse for not knowing that the schedule changed. Additionally, everyone should **check their e-mail in the hour before each class** (lecture and recitation) just to confirm there has not be an unexpected shift to virtual.

I will send out emails via Canvas announcements. Be sure that your notifications are set so that you receive an email when an announcement is made via Canvas (for all classes).⁴ These announcements will also be available on Canvas so checking Canvas regularly will ensure that you did not miss an important announcement.

COVID protocols

University policy states that rules governing masking in the classroom is up to the instructor. In PSCI-0200 the lecture, we encourage masking but it will be optional **at this time**. A few additional notes on this:

- I reserve the right to make masking required during the semester if I think it is important to do so. Non-compliance with the policy will affect students' participation grades.
- Please join the lecture virtually if you have COVID (obviously), are waiting on COVID test results, or are otherwise not feeling well.
- Sometimes colds linger. In these cases, please be courteous and wear a mask in lecture and recitation.

Accommodations

Students with accommodations through Student Disability Services should complete their semester request through the [student portal](#).

Campus resources

- [The Tutoring Center](#)
- [Marks Family Writing Center](#)
- [CAPS \(Counseling and psychological services\)](#)
- [Wellness at Penn](#)
- [Penn Violence Prevention](#)
- [Office of Student Disabilities Services](#)
- [Free access to the NY Times through the Penn library](#)

Other key dates

September 13: Last day to add a class

October 10: Last day to drop a class

October 28: Last day to change grade type

November 7: Last day to withdraw from a course

⁴ Go to Account → Notifications → Announcement → Make sure it is set to “notify immediately.”

Schedule

Tuesday, August 30th: Introduction and what is at stake

Required reading:

None, but check out some of the suggested readings

Suggested readings:

- Packer, George. 2021. [“How America Fractured into Four Parts.”](#) The Atlantic. July/August.
- Ingraham, Christopher. 2020. [“The United States is Backsliding into Autocracy Under Trump, Scholars Warn.”](#) *Washington Post*. September 18.
- Norris, Pippa. 2021. [“It Happened in America. Democratic Backsliding Shouldn’t Come as a Surprise.”](#) *Foreign Affairs*. January 7. [Note: if you’re locked out of this article, it is available through the library]

Suggested listening:

- 2018. [‘How Democracies Die’ Authors Say Trump is a Symptom of ‘Deeper Problems’](#). *Fresh Air, NPR*. January 22.

Thursday, September 1st: The logic of American politics

Required readings:

- RAP. 1-1. Olson Jr., Mancur. From *The Logic of Collective Action: Public Goods and the Theory of Groups*. 1-19. [Photocopy on Canvas]
- RAP. 1-2. Hardin, Garrett. “The Tragedy of the Commons.” 20-33. [Photocopy on Canvas]
- Roberts, Siobhan. 2020. [“The Pandemic is a Prisoner’s Dilemma Game.”](#) *New York Times*. December 20.

Recitations: September 1 (Th) – September 2 (F).

1. Section introductions. 2. How to read for class and take useful reading notes.

Section 1: The nationalization of politics, also known as: how do we protect minorities against the tyranny of the majority?

Tuesday, September 6th: Constitution (1/2)

Required readings:

- [The Constitution](#)
- RAP. 2-1. Brutus. “The Antifederalist.” 57-65.
- RAP. 2-2. Dahl, Robert A. from *How Democratic is the American Constitution?*. 66-70.

Thursday, September 8th: Constitution (2/2)

Required readings:

- Jentleson, Adam. 2021. *Kill Switch*. Chapter 1 (“Birth of a Notion”). 17-41. [Available on Canvas]
- Drutman, Lee. 2018. [“To Fix Congress, Make It Bigger. Much Bigger.”](#) *Washington Monthly*. November/December.

Interested in the Constitution? Here is a bit more for you (not required).

- Listen: 2020. [Danielle Allen on the Radicalism of the American Revolution – and its Lessons for Today](#). *The Ezra Klein Show*. Vox Conversations. July 3. [NOTE: The first part of this podcast in which Professor Allen offers an alternative interpretation of the Declaration of Independence is incredibly thought provoking.]
- 2018. [“If You Could Amend the Constitution.”](#) *New York Times*. July 7.
- Thulin, Lila. 2019. [“The 97-Year-History of the Equal Rights Amendment.”](#) *Smithsonian Magazine*. November 13.
- Hannah-Jones, Nikole. 2019. [“Our Democracy’s Founding Ideals Were False When They Were Written. Black Americans have Fought to Make Them True.”](#) *New York Times*. August 14.
- Listen: 2022. [“The 50-Square-Mile-Zone Where the Constitution Doesn’t Apply.”](#) *The Experiment*. May 26.
- Listen to the *We the People* podcast! It is a non-partisan show of constitutional debate hosted by Jeffrey Rosen – President and CEO of the National Constitution Center (in Philadelphia) and sometimes PSCI professor!

Recitations: September 8 (Th) – September 9 (F).

1. Introduction to writing argument-based papers. 2. Amendment discussion – What are some potential amendments to the Constitution that you think are most important? Why is the proposed change necessary? How is your proposed amendment different from what we already have on the books? What would the framers think of each Amendment? Could such an amendment pass the high hurdles needed to change the Constitution?

Tuesday, September 13th: Federalism (1/2)

Required reading (and viewing):

- [Federalism](#). CrashCourse video (10 minutes) with Craig Benzine (February 14, 2015).
- RAP. 3-1. Hammons, Christopher. From “State Constitutions, Religious Protection, and Federalism”. 85-92.
- RAP. 3-2. Riker, William H. From *Federalism: Origin, Operation, Significance*. 92-105.
- Polimedio, Chayene. 2018. [Why Federalism is hard](#). Vox. February 27.

Thursday, September 15th: Federalism (2/2)

There is no in-person class on September 15, but there is reading and a survey

- Mayer, Jane. 2022. [“State Legislatures are Torching Democracy.”](#) *The New Yorker*. August 6. [PDF on Canvas, but the link on *The New Yorker* site also allows you to listen to the story]
- Selin, Jennifer. 2020. [“How the Constitution’s Federalist Framework is Being Tested by COVID-19.”](#) Brookings Institute. June 8.
- Kettl, Donald F. 2020. [“The Centuries-Old Debate Behind the Fight Over Sanctuary Cities.”](#) *TIME*. March 10.
- Grumbach, Jake and Christopher Warshaw. 2022. [“In Many States with Antiabortion Laws, Majorities Favor Abortion Rights.”](#) *The Washington Post*. June 25.

Recitations: September 16 (Th) – September 17 (F).

There are no in-person recitations this week.

Tuesday, September 20th: Civil Rights (1/2)

Required readings:

- Alexander, Michelle. 2010. “The Rebirth of Caste (chapter 1)” in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 25-73. [Available on Canvas]

- Chudy, Jennifer and Hakeem Jefferson. 2021. [“Support for Black Lives Matter Surged Last Year. Did It Last?”](#) *New York Times*. May 22.
- Astor, Maggie. [“Why Protest Movements are ‘Civil’ Only in Retrospect.”](#) *New York Times*. June 16.

Thursday, September 22nd: Civil Rights (2/2)

Required listening:

- 2017. [“Sex Appeal”](#) *More Perfect*. November 23.

Recitations: September 22 (Th) – September 23 (F).

1. Discussion of Civil Rights (including practicing summarizing arguments) – What advances have been made in this domain and what are the next frontiers? 2. Writing tips: (Re-)introduction of thesis statements, topic sentences, and transitions. 3. Making sure everyone is on the same page with respect to citations and references.

Interested in Civil Rights? Here is a bit more for you. (not required)

- Stevenson, Bryan. 2015. *Just Mercy: A Story of Justice and Redemption*.
- Coates, Ta-Nehisi. 2015. [“The Black Family in the Age of Mass Incarceration.”](#) *The Atlantic*. October.
- Hanna-Jones, Nikole. 2017. [“The Resegregation of Jefferson County.”](#) *New York Times Magazine*. September 6.
- Listen: 2021. [“If it Ever Happens, Run.”](#) *Criminal*. February 12.
- Listen: 2022. [“Fighting to Remember Mississippi Burning.”](#) *The Experiment*. May 19.

Tuesday, September 27th: Civil Liberties (1/2)

Required listening:

- [“The Gun Show.”](#) 2018. *More Perfect*. September 19.

Required reading:

- Lewis, Andrew R. 2018. [“How the Pro-Life Movement Has Promoted Liberal Values.”](#) *New York Times*. January 19.

Thursday, September 29th: Civil Liberties (2/2)

Paper #1 due at 1:30pm via Canvas

Required listening:

- [The Crime of Refusing Vaccination](#). 2021. *The Experiment*. March 25.

Recitations: September 29 (Th) – September 30 (F).

1. What happens when civil rights and civil liberties collide? Which is more important?

Interested in Civil Liberties? Here is a bit more for you. (not required)

- Armstrong, Ken. 2014. “Dollree Mapp, 1923-2014: [‘The Rosa Parks of the Fourth Amendment’](#)”. The Marshall Project. December 8.
- Listen: [The Hate-Crime Conundrum](#). 2021. *The Experiment*. July 22.

Section 2: The Institutions of government; How do they function?

Tuesday, October 4th: Congress (1/2)

- RAP. 5.1 Mayhew, David R. from *Congress: The Electoral Connection*. 159-171.
- RAP. 5.2 Fenno Jr., Richard F. from *Home Style: House Members in their Districts*. 172-176.

- Conroy, Meredith, Amelia Thomson-DeVeaux, and Anna Wiederkehr. 2021. [“Women of Color Were Shut Out of Congress for Decades. Now They’re Transforming It.”](#) *FiveThirtyEight*. January 18.

Thursday, October 6th: Fall Break – Enjoy!

Recitations: October 6 (Th) – October 7 (F).

Enjoy Fall Break!

Tuesday, October 11th: Congress (2/2)

- RAP. 5.3 Cox, Gary W. and Mathew D. McCubbins from *Setting the Agenda*. 177-196.
- RAP. 5.5 Lee, Frances E. from *Insecure Majorities: Congress and the Perpetual Campaign*. 206-212.
- Balzelon, Simon and Matthew Yglesias. 2021. [“The Rise and Importance of Secret Congress”](#) *Slow Boring*. June 21.

Thursday, October 13th: Presidency

Required readings:

- RAP. 6.2 Cameron, Charles. from *Veto Bargaining: Presidents and the Politics of Negative Power*. 222-227.
- RAP. 6.4 Howell, William G. from *Power without Persuasion: The Politics of Direct Presidential Action*. 249-262.

Interested in the presidency? Here is a bit more for you. (not required)

There are some **really** great podcast seasons that deal with the presidency. Here are a few that I loved and learned a lot from.

- [In Plain Sight: Lady Bird Johnson](#). Uncovers Lady Bird’s surprisingly powerful role in the Johnson presidency and provides history-making revelations about Lyndon B. Johnson’s time in office. Told in the former first lady’s own words from over 123 hours of her audio diaries — most of it never-before-heard — “In Plain Sight” reveals how one vastly underestimated woman navigated the politics and polarization of her era to become one of the most influential members of the Johnson administration, even if we never knew it.
- [Slow Burn, Season 1: Watergate](#). You think you know the story, or maybe you don’t. But Watergate was stranger, wilder, and more exciting than you can imagine. What did it feel like to live through the scandal that brought down President Nixon?
- [Slow Burn, Season 2: Clinton Impeachment](#). The saga of Bill Clinton’s impeachment is rich with forgotten characters, surprising subplots, and opportunities to reflect on just how much America has changed over the past 20 years. Whether you’re well-versed in the tale of Clinton and Monica Lewinsky, or you’re fuzzy on the details, this season of Slow Burn will take you further into the story than you’ve ever been.

Recitations: October 13 (Th) – October 14 (F).

1. Review for midterm exam.
2. Q&A
3. Writing discussion – what were some common mistakes in the first papers? How can students improve their arguments?

Tuesday, October 18th: Midterm exam

The take-home, open-note, and open-book midterm will be made on Canvas and emailed to students at 9am on Tuesday, Oct 18th. **Students have until 11:59pm on Wednesday, October 19th to submit the exam.**

There will be no required class on Tuesday, October 18th. I will be available during our normal class time to answer questions about the exam, either in our classroom or in a Zoom room (depending on student preference).

Thursday, October 20th: Bureaucracy

Required readings:

- Crash Course on [Bureaucracy Basics](#) and [Types of Bureaucracies](#) with Craig Benzine
- RAP. 7.2 McCubbins, Mathew D. and Thomas Schwartz. from “Congressional Oversight Overlooked: Police Patrols versus Fire Alarms,” *American Journal of Political Science* 287-301.

Recitations: October 20 (Th) – October 21 (F).

1. Review key theories from readings – How do the police patrol and fire alarm models of congressional oversight of the bureaucracy differ? Who really controls the bureaucracy? 2. Broader discussion: In what ways do bureaucratic leaders need to act like politicians – seeking public approval, staking out claims about policy, building constituencies, and publicize actions? Has the bureaucracy become increasingly political? 2. Writing discussion: How to improve your argument: engaging with others’ work and considering alternative viewpoints.

Tuesday, October 25th: Judiciary

Required readings:

- RAP. 8.1 Rosenberg, Gerald N. from *The Hollow Hope: Can Courts Bring About Social Change?* 323-329.
- RAP. 8.5 George, Tracey E. and Lee Epstein, “On the Nature of Supreme Court Decision Making,” *American Political Science Review* 380-386.

Thursday, October 27th: Case study of checks and balances: Nomination of Robert Bork to the Supreme Court

Required listening:

- [“The Bidding of Biden to Boo Bork.”](#) 2018. *Whistlestop*. August 22.
 - The podcast sets the scene for lecture, **so be sure that you listen to it before class.**
- Not required. But if you were enthralled in Part 1 of the podcast and want to know how everything works out, you can listen to part 2 before lecture. [“The Nomination of Judge Bork Part 2”](#). *Whistlestop*. 2018.

Recitations: October 28 (Th) – November 1 (M).

1. How do the different branches of government work together (or sometimes do not work together), including checks and balances? 2. What are the strengths and weaknesses of different institutions. Which institution do you think is strongest? Weakest? Was this the intention of the Framers or not?

Interested in the Courts? Here is a bit more for you. (not required)

- Listen: 2021. [“The Myth of the “Student Athlete”](#) *The Experiment*. July 29.
- Listen: 2016. [“The Imperfect Plaintiffs”](#) *More Perfect*. June 28.

Section 3: The Public's Influence on National Policy

Tuesday, November 1st: Public opinion (1/2)

Required readings:

- RAP 13.4 Achen, Christopher and Larry M. Bartels. from *Democracy for Realists: Why Elections Do Not Produce Responsive Government* 601-611.
- RAP 9.1 Lupia, Arthur and Mathew D. McCubbins. from *The Democratic Dilemma: Can Citizens Learn What They Need to Know?* 387-399.
- RAP 9.2 Zaller, John R. from *The Nature and Origins of Mass Opinion*. 400-404.

Thursday, November 3rd: Public opinion (2/2)

Required readings:

- RAP 9.4 Cramer, Katherine J. from *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. 412-438.
- Klar, Samara, Yanna Krupnikov, and John Barry Ryan. 2019. [“Is America Hopelessly Polarized, or Just Allergic to Politics?”](#) *New York Times*. April 12

Interested in public opinion? Here is a bit more for you. (not required) Also, sign up for PSCI-1201 with yours truly next Fall!

- Dunn, Amina et al. 2020. [“Voters Say Those on the Other side ‘Don’t Get’ Them. Here’s What They Want Them to Know.”](#) Pew Research Center. September 23.
- Klein, Ezra. 2014. [“How Politics Makes Us Stupid.”](#) *Vox*. April 6.
- RAP 9.3. Kinder, Donald R. and Cindy Kam. from *Us Against Them: Ethnocentric Foundations of American Opinion*. 405-411.
- Listen: 2021. [“In Between Pro-Life and Pro-Choice.”](#) *The Experiment*. December 16.

Recitations: November 3 (Th) – November 4 (F).

1. Are Americans polarized? If so, on what dimension(s)? How might we reduce polarization? 2. Final look at the PA polls – predictions going into Election Day?

Tuesday, November 8th (Election Day!): Campaigns, voting, and elections (1/2)

- RAP 10.3. Hersh, Eitan D. from *Hacking the Electorate: How Campaigns Perceive Voters*. 479-487.
- Matthews, Dylan. 2017. [“A Massive New Study Reviews the Evidence on Whether Campaigning Works. The Answer’s Bleak.”](#) *Vox*. September 28.
- Hopkins, Dan. 2018. [“What We Know About Voter ID Laws.”](#) *FiveThirtyEight*. August 21.

Thursday, November 10th: Campaigns, voting, and elections (2/2)

Required readings:

- RAP 10.1 Wong, Janelle S., Karthick Ramakrishnan, Taeku Lee, and Jane Junn. from *Asian American Political Participation: Emerging Constituents and their Political Identities*. 465-472.
- RAP 10.2 Leighley, Jan E. and Jonathan Nagler. from *Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States*. 473-478.

Interested in campaigns, voting, and elections? Here is a bit more for you. (not required)

- RAP 13.3. Fox, Richard L. and Jennifer L. Lawless. from *Gendered Perceptions and Political Candidacies: A Central Barrier to Women's Equality in Electoral Politics*. 586-600.
- Sides, John, Michael Tessler, and Lynn Vavreck. 2018. *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Soul of America*. Princeton, NJ: Princeton University Press.
- RAP 12.2 Campbell, Angus. Philip E. Converse, Warren E. Miller, and Donald Stokes. from *The American Voter: An Abridgement*. 537-543.
- [Whistlestop with John Dickerson](#). A truly excellent podcast that offers “bite-size stories from presidential history.” While there are great episodes about the presidency and relationships between the presidency, Congress, and the Courts, my favorite episodes are where John Dickerson zooms in and discusses one (often crucial) aspect of a random political campaign. These are generally the earlier episodes in the podcast (from 2015-2016).

Recitations: November 10 (Th) – November 11 (F).

1. Discussion of election outcomes, both in PA and more generally. Were the polls right? Any surprises? Do any results or takeaways from election night link back to theories or ideas discussed so far in PSCI-0200?

Tuesday, November 15th: Political parties (1/1)

Required reading (and viewing):

- [“How the Republican Party Went from Lincoln to Trump.”](#) (video) 2016. *Vox*. July 20.

NOTE: It is important to read the following three readings in order

- RAP 12.3 Cohen, Marty, David Karol, Hans Noel, and John Zaller. from *The Party Decides: Presidential Nominations Before and After Reform*. 544-553.
- RAP 12.4 Kollman, Ken. “Who Drives the Party Bus?” 554-556.

Thursday, November 17th: Interest groups (1/1)

Paper #2 due at 1:30pm via Canvas

Required reading:

- Lacombe, Matthew. 2021. “Weaponized Group Identities and the Health of Democracy: How Groups Can be Good *at* Democracy, but Bad *for* It” in *Democratic Resilience: Can the United States Withstand Rising Polarization?*, ed. Robert C. Lieberman, Suzanne Mettler, and Kenneth M. Roberts (New York: Cambridge University Press). [Available on Canvas]

Recitations: November 17 (Th) – November 18 (F).

1. Discussion about political parties and interest groups – What are they, why do they exist, what are the benefits and drawbacks of each?

Tuesday, November 22nd:

Interest groups (2/2)

No class but there is reading / listening and a survey

Required reading:

- Drutman, Lee. 2015. [“How Corporate Lobbyists Conquered American Democracy.”](#) *The Atlantic*. April 20.
- Pildes, Richard. 2020. [“Small Dollars, Big Changes.”](#) *The Washington Post*. February 6.

Required listening:

- [“How Blue Cities Became So Outrageously Expensive.”](#) 2021. *Ezra Klein Show*. July 23. [NOTE: You only need to listen to the first 35 minutes of the podcast (about citizen voice and infrastructure) but you may enjoy the second part as well!]

Thursday, November 24th: Thanksgiving

Tuesday, November 29th: Media (1/2)

Required reading (and listening):

- RAP 14.1 Baum, Matthew A. from *Soft News Goes to War: Public Opinion and American Foreign Policy in the New Media Age*. 629-632.
- Listen: 2017. [“Judy”](#). *Slow Burn*. 2017. Season 5, Episode 7.

Thursday, December 1st: Media (2/2)

Required reading:

- RAP 14.3 Allcott, Hunt and Matthew Gentzkow. from “Social Media and Fake News in the 2016 Election.” 644-655.
- Kurtzleben, Danielle. 2018. [“Did Fake News on Facebook Help Elect Trump? Here’s What We Know.”](#) NPR. April 11.

Recitations: December 1 (Th) – December 2 (F).

1. For the most pressing topics of today – how are different news organizations covering the topic? What about non-news organizations? Is there a topic where there is relatively similar coverage with respect to tone, language, and expected effect on audience?

Interested in media? Here is a bit more for you (not required)

- Mitchell, Amy, Mark Jurkowitz, J. Baxter Oliphant, and Elisa Shearer. 2021. [“How Americans Navigated the News in 2020: A Tumultuous Year in Review.”](#) Pew Research Center. February 22.

Tuesday, December 6th: Public Policy

Required reading:

- RAP 15.1 Mettler, Suzanne. from *The Submerged State: How Invisible Government Policies Undermine American Democracy*. 657-671.
- RAP 15.2 Campbell, Andrea Louise. from *How Policies Make Citizens: Senior Political Activism and the American Welfare State*. 672-677.

Thursday, December 8th: Wrap up and review

Recitations: December 8 (Th) – December 9 (F).

1. Review for final exam. 2. Q&A