

Introduction to American Government – GOVT 020

Sample Syllabus

Fall 2020, August 26 - December 18

Monday/Wednesday, 1:00 – 2:15

Room 101

Instructor: Andrew A. Szarejko

E-mail: aas247@georgetown.edu

Office Hours: Monday/Wednesday, 2:30 – 3:30, or by appointment

Course Description and Learning Objectives

This course is about how the American government works. In the first three class sessions, we will discuss different ways of approaching this subject matter as well as important concepts and historical influences in the study of American government. The remainder of the course is divided into four sections. First, we will consider the primary actors and institutions of the U.S. government. Second, we will discuss broader issues that have defined and continue to shape the practice of American government. Third, we will examine a series of current policy debates with particular attention to the way the federal government processes divergent interests. Fourth, we will conclude the class with three sessions on the future of the United States.

All of the course content is designed to accomplish four learning objectives. First, you will learn about theoretical and political debates in all the areas I have described above. Second, in addition to acquiring some new knowledge from this class, you will become more adept at understanding scholarly arguments related to American government and communicating your own arguments in speech and in writing. Third, you will learn how to apply Political Science scholarship to practical questions of U.S. policy-making. Fourth and finally, you will learn how you as a citizen (or otherwise) can engage with the American government in various ways.

Assessment and Requirements

Ensuring that you realize all four of the learning objectives outlined above is a shared responsibility. I will try to provide an environment conducive to your academic success through lectures and in-class activities; you will need to be an active participant in the course, which means doing all of the readings and assignments outlined below. The assignments are as follows:

Participation – 15%

Book/Article Selection – 10%

Literature Review – 15%

Policy Memo – 15%

Book/Article Review – 35%

The key written assignment is a book/article review. The three prior written assignments—the book/article selection, literature review, and policy memo—will build up to the final review. I provide further detail on all aspects of these requirements below.

Grades are based on the merit of your work (not in relation to others). There is no “curve” employed in this class, and I will round up for grades at or above *N.5*. I will grade assignments on the following scale:

100 to 95	A
94 to 91	A-
90 to 87	B+
86 to 83	B
82 to 79	B-
78 to 75	C+
74 to 71	C
70 to 67	C-
66 to 63	D+
62 to 59	D
58 to 55	D-
Below 55	F

You will receive an “A” grade for truly outstanding performance. Such a grade means that you have reached a genuinely superior level of understanding of the subject, and you have provided ample evidence of that insight in class and in written work.

Attendance

Attendance at all class sessions is mandatory, save for cases of a documented medical or family emergency or religious exception. Given current concerns about the spread of COVID-19, I encourage you to stay at home and consult your doctor if you experience any symptoms thereof. We will handle any necessary extended absences on a case-to-case basis. In the event of religious exceptions, you should notify me in writing prior to the beginning of the first class session if any religious observances will conflict with classes. Emergencies may not allow you time to e-mail in advance; in such cases, please just notify me as soon as possible (or contact your advising dean and ask them to notify all your instructors).

Unexcused absences will hurt your participation grade, which accounts for 15% of your overall grade. Each unexcused absence will result in a deduction of 3 points from your participation grade (that is, 3 points from the 15 total points). This means that if you have five unexcused absences, the best-case (but highly unlikely) scenario is an 85% for your final grade. Any unexcused absences in excess of that may, at my discretion, result in further penalties up to a failing grade for the course.

Participation

Attendance is a necessary but insufficient condition for a high participation grade. Good participation includes (1) asking questions and making contributions to in-class discussions that build on prior conversation and that provide evidence of having done the readings and paid attention to lectures; (2) taking appropriate notes during lectures or other class activities without distracting yourself or others.

Note that classroom discussions should not be recorded or disseminated. I will post my PowerPoint slides on Canvas, but in the spirit of encouraging open discussion, I expect students to observe “[the Chatham House Rule](#)”.

Readings

Each class session includes assigned readings. All the readings are mandatory, and while I will discuss some of them directly in lectures, the readings and lectures are meant to complement each other. You should read the assigned materials before a given day’s lecture, and I highly recommend reading the material in the order it is presented in the syllabus. I will make all readings freely available online through Canvas and/or through a link on the syllabus. If you have trouble accessing anything online, please contact me as soon as possible so we can resolve the issue. Please note that I reserve the right to change any of the readings or assignments listed below, but I will communicate any such changes with at least a week’s advance warning.

In addition to the assigned readings for the class, you should be reading the domestic politics section of a major national newspaper, such as the *New York Times* or the *Washington Post*, on a daily basis. For online access and for information on evaluating media sources, see the Georgetown University Library’s [news](#) page. If you have the time to listen to podcasts, you might usefully supplement your news consumption with podcasts like the NPR Politics Podcast, The Science of Politics, FiveThirtyEight Politics, or The Lawfare Podcast. I do *not* advise that you get all of your news from podcasts and/or social media outlets.

Written Assignments

There are four written assignments for this course. As noted above, three of these assignments are meant to build up to the final book/article review. The four written assignments are as follows:

- 1) Book/article selection (Deadline: September 25, 5:00 PM)
 - a. The first assignment asks that you select an academic book or article to review and include a brief explanation (between 500 and 1,000 words) as to why you have chosen that book/article. Specifically, you should first provide some brief context on the book/article—who is the author? Are they a senior or junior scholar? Where did they do their graduate training, and at what institution do they currently work? Does the book/article appear to be based on some prior work of the author’s such as their dissertation? You should also explain (1) how the work fits with the topics discussed in class, (2) what you believe you will learn from writing about it, and (3) why you want to learn more about that topic. You should provide all relevant bibliographical information—the author(s), title, publisher, and publication date—at the beginning of your submitted file. I will not include this bibliographical information in the word count.
- 2) Literature review (Deadline: October 23, 5:00 PM)
 - a. Once you have chosen your book/article, I will ask you to prepare a 1,000- to 1,500- word literature review of how your selected book or article fits into scholarship on American government. You should be able to glean much of this from the book itself, likely from one of the first two chapters, but you ought to put

this into your own words, rely minimally on direct quotations, and expand on it. For this task, I want to hear (1) what topic the author is addressing, (2) what argument the author is making, (3) what work the author is critiquing or complementing and a discussion of how your chosen book relates to those other works, and (4) what new thing or more accurate claim the author believes they are adding to this literature. The third component of this review should take up the most space and should identify at least three additional journal articles or books that your selected book aims to critique or complement.

3) Policy memo (Deadline: November 20, 5:00 PM)

- a. Once you have surveyed the relevant literature, I will ask you to submit policy memo of between 500 and 1,000 words on the basis of your chosen book/article. Your written piece should (1) identify a relevant policy question facing current U.S. policy-makers and the goal to be achieved, (2) outline three potential courses of action, at least one of which must be based on your chosen book/article, and (3) specify why policy-makers should choose one of the three courses of action given the foreseeable costs and benefits of each approach. For books that address a broad array of policy issues, you may narrow your focus to one specific issue for this assignment. Because your hypothetical audience here is a U.S. policy-maker, the emphasis is on brevity and clarity.

4) Book/article review (Deadline: December 14, 5:00 PM)

- a. The three assignments above will culminate with this book/article review of between 1,750 and 2,250 words. This final paper should briefly summarize the argument of your chosen piece, but the rest of the paper should focus on the strengths and weaknesses of the argument as well as recommendations for future research. You should spend about 250 words introducing the book/article and its argument, 500-750 words on the strengths, 750-1,000 words on the weaknesses, and about 250-500 words on the recommendations for future research. In discussing the paper's strengths, for example, you might discuss the novelty or rigor of its data or methods, its assessment of competing hypotheses, or any ways in which it usefully speaks to ongoing political or theoretical debates. In discussing the weaknesses, you might similarly mention any limitations in the methods or data, any alternative explanations it fails to adequately anticipate and rebut, or any unconvincing assumptions it makes. In providing recommendations for future research on the topic of your chosen piece, you might focus, e.g., on additional data that could be gathered, plausible alternative hypotheses that could be tested, or different approaches that one could take to the same basic question and data.

I would ask that you submit all of these assignments via e-mail to my e-mail address noted above. You should attach your assignments to e-mails as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. I ask that you use footnotes and a bibliography as opposed to in-text, author-date citations. For relevant examples from the Chicago Manual of Style, see [here](#). Please note

that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

All books/articles you select will be subject to my approval, which means you will want to consult with me before submitting the first part of this assignment on September 25. You can simply ask via e-mail, after class, or during office hours. The goal of this exercise is to get you to engage with an academic work, so you will want to look at appropriate sources. If you choose to review an article, you could start by searching for something of interest on [Google Scholar](#) or by looking through some of the following journals: the *American Political Science Review*, the *Journal of Politics*, the *American Journal of Political Science*, *Political Research Quarterly*, *Public Opinion Quarterly*, the *Annual Review of Political Science*, *Legislative Studies Quarterly*, *Electoral Politics*, *Studies in American Political Development*, or *State Politics and Policy Quarterly*. Articles from other journals may be acceptable as well—these are just some of the more prominent journals in the field.

For a book published by an academic through a major university press (such as the university presses of Oxford, Cambridge, Johns Hopkins, Princeton, Harvard, Yale, or Michigan). For narrower ideas, you might consult Google Scholar, other syllabi available online, book reviews in journals like *Perspectives on Politics*, or me. I do not expect or require you to purchase the book you choose. If you cannot access it through the library, please let me know.

Procedures

Office Hours and E-mail Etiquette

I will hold office hours twice each week, during which you are free to come discuss any relevant academic matters with me. You are encouraged to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via e-mail). I am also happy to discuss any related academic matters such as post-graduate plans, internship ideas, and the like.

I also encourage you to send me questions by e-mail. When doing so, please include GOVT 020 in the subject line. If you send me an e-mail and do not receive a reply within 24 hours, please feel free to send a second e-mail to remind me of your question. If it is a more time-sensitive matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to e-mails sent at odd hours.

Green Teaching and Learning

I borrow from American University's Center for Teaching, Research, and Learning to encourage "green" teaching and learning [practices](#). Specifically, I will not provide paper hand-outs, nor will I ask for any assignments to be submitted on paper. Rather, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I will ask that you submit all assignments electronically. I will also allow you to take notes on laptops/tablet in class. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so I leave the choice of digital vs. hand-written note-taking up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper, maximizing the amount of writing per page, and so on. Likewise, if you choose to take notes on your laptop, I

encourage you to close or lower the brightness on your device when note-taking is not necessary (e.g., during small group discussions). We will discuss optimal means of taking notes on readings on the first day of class.

Classroom Etiquette

Georgetown defines one of its core [values](#), *Cura Personalis* or “Care of the Person,” as indicating the responsibility to offer individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights. This is something to practice toward others in the classroom and toward the people we will be discussing in class—that is, toward the scholars who produced the research we will read, the policy-makers whose decisions we will scrutinize, and the individuals affected by those decisions.

You should be in your seat and ready to begin at 1:00, and you should not start preparing to leave before 2:15. If you need to excuse yourself during class, please attempt to minimize the disruption. Similarly, food and/or drink is permissible in class (unless the classroom explicitly prohibits it), but please keep this within reason (e.g., nothing too noisy or otherwise distracting to me and/or your fellow students). If you are going to bring food or drink to class, I encourage you to use reusable and/or recyclable packaging.

Late Assignments

I do not intend to grant any extensions in the absence of a genuine emergency, documented illness, or any other dean-excused absence. Predictable events, such as a heavy workload or extracurricular activities, are not grounds for an extension. That said, I will consider all appeals for extensions on a case-by-case basis. Late assignments submitted up to 24 hours after the deadline will automatically lose 15 points; anything submitted between 24 and 48 hours late will lose 30 points. Anything submitted later than that will receive an F.

Assignment Feedback

My goal in providing feedback on your written work is to help you improve and, ultimately, to meet the learning objectives defined above. If my feedback is not doing that for you, please let me know as soon as possible. That said, I will return all assignments with my feedback within one week. I will provide all feedback—grades and any additional comments I have—on the Canvas course site. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond what I provide on Canvas—please e-mail me or come to office hours to ask for more detail.

Grade Disputes

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation I provide via Canvas, then you should arrange to meet with me in office hours. If, after further discussion, you remain unsatisfied with your grade, you may request that I regrade the assignment, albeit with the understanding that I may ultimately issue a grade that is better, the same, or worse than the original grade. You may also appeal your final grade on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus. A disagreement with my professional judgment is not sufficient basis for an appeal of your final grade.

Honor Code

In this class we will uphold Georgetown values, including its Honor Code policies. Most importantly for our purposes, I will report suspected plagiarism or other acts of academic dishonesty to the Honor Council. As defined by the [Georgetown University Honor Council](#), plagiarism is “the act of passing off as one's own the ideas or writings of another”. To avoid any suspicion of plagiarism, please be careful in quoting and citing appropriately. Note that even if you are not quoting a source, you ought to cite it if you are taking an idea from it. If you have any questions about citations, please let me know *before* submitting the relevant assignment. I reserve the right to submit your paper to [Turnitin](#)'s plagiarism detection software if I suspect any material is plagiarized. I am required to report all cases of apparent plagiarism to the Georgetown Honor Council (and as students, you are strongly encouraged but not required to report any such violations of the Honor Code). If the Honor Council concludes that you plagiarized, you may face a range of possible penalties, which you can read about in detail [here](#).

Canvas and Instructional Continuity

You will find announcements, the syllabus, readings, lecture slides, grades, and information about assignments on the Canvas site for this course. If you have any trouble accessing Canvas, please let me know, or ask [University Information Services](#) for any necessary assistance.

Instructional activities will be maintained during unscheduled university closures. In the case of such unforeseen disruption, I will lecture (during the usual 1:00 – 2:15 period) via Zoom, which is freely available through Canvas. You can learn more about this software [here](#).

On Writing

The course assignments are designed to help you improve your writing skills, and I will provide feedback on those assignments to that same end. We will also discuss good academic writing in the first class session. If you are uncertain of your writing skills, you may want to consult with experts at the Georgetown [Writing Center](#), which offers free assistance to Georgetown students.

Special Accommodations

If you have a disability that you believe will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu). The ARC, which is located in the Leavey Center (Suite 335), is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX Sexual Misconduct Statement

For information about campus resources and reporting on sexual misconduct, please go to <http://sexualassault.georgetown.edu>. University policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. This includes:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention

(202) 687-0323

jls242@georgetown.edu

Erica Shirley, Trauma Specialist

Counseling and Psychiatric Services (CAPS)

(202) 687-6985

els54@georgetown.edu

Office of Institutional Diversity, Equity & Affirmative Action (IDEAA) Discrimination Statement

Georgetown University provides educational opportunities without regard to, and does not discriminate on the basis of, age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law in its educational programs and activities. If you believe any faculty or staff have discriminated against you, you should report that to [IDEAA](#) at 202-687-4798 or ideaa@georgetown.edu. Please note that IDEAA asks that any such complaints be filed within 180 days of the alleged act of discrimination, but sooner is better in such cases. IDEAA may, at its sole discretion, review cases filed past the 180-day period.

Introduction

Lecture 01 – August 26

Reading, Writing, and Thinking about American Government

- Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (2013). Available at: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.
- Forrest D. Colburn and Norman Uphoff, “Common Expository Problems in Students’ Papers and Theses,” *PS: Political Science and Politics* Vol. 45, No. 2 (2012): 291-297.
- Hans Noel, “Ten Things Political Scientists Know that you Don’t,” *The Forum* Vol. 8, No. 3 (2010): 1–19.

Lecture 02 – August 31

Key Concepts in the Study of Politics

- Mancur Olson, Jr., *The Logic of Collective Action: Public Goods and the Theory of Groups* (Harvard University Press, 1965): Excerpts as assigned.
- James G. March and Johan P. Olsen, “The New Institutionalism: Organizational Factors in Political Life,” *American Political Science Review* Vol. 78, No. 3 (1984): 734-749.

Lecture 03 – September 2

English & European Influences on American Government

- The Magna Carta. Available at: <https://www.bl.uk/magna-carta/articles/magna-carta-english-translation>.
- Sean Gailmard, “Building a New Imperial State: The Strategic Foundations of Separation of Powers in America,” *American Political Science Review* Vol. 111, No. 4 (2017): 668-685.
- Donald S. Lutz, “The Relative Influence of European Writers on Late Eighteenth-Century American Political Thought,” *American Political Science Review* Vol. 78, No. 1 (1984): 189-197.

*September 4 - Add/Drop period ends; last day to drop without the grade of W.

*September 7 – Labor Day Holiday

Actors & Institutions in American Government

Lecture 04 – September 9

From Confederation to the Constitution

- Articles of Confederation. Available at: <https://guides.loc.gov/articles-of-confederation>
- James Madison, *Federalist Papers*, No. 10 and No. 51. Available at: <https://www.congress.gov/resources/display/content/The+Federalist+Papers>.
- Brutus, *Anti-Federalist Papers*, No. 1. Available at: <https://www.constitution.org/afp/brutus01.htm>
- The Constitution of the United States. Available at: <https://www.archives.gov/founding-docs/constitution-transcript>
- The Bill of Rights. Available at: <https://www.archives.gov/founding-docs/bill-of-rights>

Lecture 05 – September 14

Democracy with American Characteristics

- Alexis de Tocqueville, *Democracy in America, Volume 1*, edited by Eduardo Nolla, translated by James T. Schleifer (2012 [1835]): Translator’s Note, Foreword, Foreword to This Edition, Introduction, and Part 1, Chapters 1-2. Available at: <https://oll.libertyfund.org/titles/democracy-in-america-english-edition-vol-1>

Lecture 06 – September 16

The Legislature

- David R. Mayhew, *Congress: The Electoral Connection* (Yale University Press, 1974): Chapter 1.
- Jane Mansbridge, “Rethinking Representation,” *American Political Science Review* Vol. 97, No. 4. (2003): 515-528.
- Jonathan Weisman, “The Senate's Long Slide to Gridlock,” *New York Times* (November 24, 2012). Available at: <https://www.nytimes.com/2012/11/25/us/politics/new-senates-first-task-will-likely-be-trying-to-fix-itself.html>.

Lecture 07 – September 21

The Presidency

- James W. Ceaser, Glen E. Thurow, Jeffrey Tulis and Joseph M. Bessette, “The Rise of the Rhetorical Presidency,” *Presidential Studies Quarterly* Vol. 11, No. 2 (1981): 158-171.
- Richard E. Neustadt, *Presidential Power and the Modern Presidents* (Free Press, 1990 [1960]): Preface to the 1990 Edition, Preface to the First Edition, and Chapters 1-3.

Lecture 07 – September 23

The Executive Branch

- R. Gordon Hoxie, “The Cabinet in the American Presidency, 1789-1984,” *Presidential Studies Quarterly* Vol. 14, No. 2 (1984): 209-230.
- Sean Gailmard and John W. Patty, “Slackers and Zealots: Civil Service, Policy Discretion, and Bureaucratic Expertise,” *American Journal of Political Science* Vol. 51, No. 4 (2007): 873-889.
- Rachel Augustine Potter, “Why Trump Can’t Undo the Regulatory State so Easily,” *Brookings Series on Regulatory Process and Perspectives* (February 6, 2017). Available at: <https://www.brookings.edu/research/why-trump-cant-undo-the-regulatory-state-so-easily/>.

*September 25 – Book/article selection due by 5:00 PM.

Lecture 08 – September 28

The Judiciary

- Alexander Hamilton, *Federalist Papers*, No. 78. Available at: <https://www.congress.gov/resources/display/content/The-Federalist-Papers>.
- *Marbury v. Madison* (1803). Available at: <https://www.law.cornell.edu/supremecourt/text/5/137>.

- Plessy v. Ferguson (1896). Available at: <https://www.law.cornell.edu/supremecourt/text/163/537>.
- Andrew D. Martin, Kevin M. Quinn, Theodore W. Ruger, and Pauline T. Kim, “Competing Approaches to Predicting Supreme Court Decision Making,” *Perspectives on Politics* Vol. 2, No. 4 (2004): 761-767.

Lecture 09 – September 30

The Public

- Dennis Chong, “How People Think, Reason, and Feel about Rights and Liberties,” *American Journal of Political Science* Vol. 37, No. 3 (1993): 867-99.
- Sidney Verba, “The Citizen as Respondent: Sample Surveys and American Democracy,” *American Political Science Review* Vol. 90, No. 1 (1996): 1-7.
- Larry M. Bartels, “Partisanship and Voting Behavior, 1952-1996.” *American Journal of Political Science* Vol. 44, No. 1 (2000): 35-50.

Lecture 10 – October 5

The Media

- Russell J. Dalton, Paul A. Beck, and Robert Huckfeldt, “Partisan Cues and the Media: Information Flows in the 1992 Presidential Election,” *American Political Science Review* Vol. 92, No. 1 (1998): 111-126.
- Markus Prior, “Media and Political Polarization,” *Annual Review of Political Science* Vol. 16 (2013): 101-127.

Lecture 11 – October 7

Political Parties & Interest Groups

- John H. Aldrich, *Why Parties?: A Second Look* (University of Chicago Press, 2011): Chapter 1.
- Daniel J. Tichenor and Richard A. Harris, “Organized Interests and American Political Development,” *Political Science Quarterly* Vol. 117, No. 4 (2002-2003): 587-612.
- Eleanor Neff Powell and Justin Grimmer, “Money in Exile: Campaign Contributions and Committee Access,” *The Journal of Politics* Vol. 78, No. 4 (2016): 974-988.

Monday, October 12 – Fall break

Issues in American Government

Lecture 12 – October 14

Marginalization & Resistance in American Politics

- Frederick Douglass, “The Meaning of July Fourth for the Negro” (July 5, 1852). Available at: <https://www.pbs.org/wgbh/aia/part4/4h2927t.html>.
- Martin Luther King Jr., “Letter from Birmingham Jail” (April 16, 1963). Available at: http://web.cn.edu/kwheeler/documents/letter_birmingham_jail.pdf.
- Desmond S. King and Rogers M. Smith, “Racial Orders in American Political Development,” *American Political Science Review* Vol. 99, No. 1 (2005): 75-92.

Lecture 13 – October 19**Marginalization & Resistance, Part II**

- Arthur Spirling, “U.S. Treaty Making with American Indians: Institutional Change and Relative Power, 1784–1911,” *American Journal of Political Science* Vol. 56, No. 1 (2012): 84-97.
- Rachel L. Wellhausen, “The Political Economy of US Territories and Indian Country,” *PS: Political Science and Politics* Vol. 50, No. 2 (2017): 510-514.
- Holly J. McCammon, Karen E. Campbell, Ellen M. Granberg, and Christine Mowery, “How Movements Win: Gendered Opportunity Structures and U.S. Women's Suffrage Movements, 1866 to 1919,” *American Sociological Review* Vol. 66, No. 1 (2001): 49-70.

Lecture 14 – October 21**Elections & Campaigns**

- Alan S. Gerber and Donald P. Green, “The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment,” *American Political Science Review* Vol. 94, No. 3 (2000): 653-663.
- Stephen Ansolabehere, John M. de Figueiredo, and James M. Snyder, Jr., “Why is There so Little Money in U.S. Politics?” *Journal of Economic Perspectives* Vol. 17, No. 1 (2003): 105-130.

*October 23 – Literature review due by 5:00 PM.

Lecture 15 – October 26**Religion in American Government**

- John Winthrop, “City Upon a Hill” (1630). Excerpt available at: <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Winthrop%27s%20City%20upon%20a%20Hill.pdf>.
- Robert D. Woodberry, “The Missionary Roots of Liberal Democracy,” *American Political Science Review* Vol. 106, No. 2 (2012): 244-274.
- Paul Goren and Christopher Chapp, “Moral Power: How Public Opinion on Culture War Issues Shapes Partisan Predispositions and Religious Orientations,” *American Political Science Review* Vol. 111, No. 1 (2017): 110-128.

Lecture 15 – October 28**Social Networks, On- and Offline**

- Suzanne L. Parker, Glenn R. Parker, and James A. McCann, “Opinion Taking within Friendship Networks,” *American Political Science Review* Vol. 52, No 2 (2008): 412-420.
- Nathaniel Persily, “The 2016 U.S. Election: Can Democracy Survive the Internet?” *Journal of Democracy* Vol. 28, No. 2 (2017): 63-76.
- Lilliana Mason and Julie Wronski, “One Tribe to Bind Them All: How Our Social Group Attachments Strengthen Partisanship,” *Political Psychology* Vol. 39, No. S1 (2018): 257-277.

Current Debates in Public Policy

Lecture 16 – November 2

Economic Growth & Inequality

- Larry M. Bartels, “Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind,” *Perspectives on Politics* Vol. 3, No. 1 (2005): 15-31.
- Benjamin F. Jones and Benjamin A. Olken, “Do Leaders Matter? National Leadership and Growth Since World War II,” *Quarterly Journal of Economics* Vol. 120, No. 3 (2006): 835–864.
- Katherine Cramer Walsh, “Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective,” *American Political Science Review* Vol. 106, No. 3 (2012): 517-532.

Lecture 17 – November 4

Healthcare

- Jacob Hacker, “The Road to Somewhere: Why Health Reform Happened or Why Political Scientists who Write about Public Policy Shouldn’t Assume They Know How to Shape It” *Perspectives on Politics* Vol. 8, No. 3 (2010): 861-876.
- Michael Tesler, “The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race,” *American Journal of Political Science* Vol. 56, No. 3 (2012): 690–704.
- Amy E. Lerman, Meredith L. Sadin, and Samuel Trachtman, “Policy Uptake as Political Behavior: Evidence from the Affordable Care Act,” *American Political Science Review* Vol. 111, No. 4 (2017): 755-770.

Lecture 18 – November 9

Addressing Climate Change

- Johannes Urpelainen and Thijs Van de Graaf, “United States Non-cooperation and the Paris Agreement,” *Climate Policy* Vol. 18, No. 7 (2018): 839-851.
- Doug McAdam, “Social Movement Theory and the Prospects for Climate Change Activism in the United States,” *Annual Review of Political Science* Vol. 20 (2017): 189-208.

Lecture 19 – November 11

The Making of U.S. Foreign Policy

- James Monroe, “Monroe Doctrine” (1823). Available at: <https://www.ourdocuments.gov/doc.php?flash=false&doc=23>
- Theodore Roosevelt, “Corollary to the Monroe Doctrine” (1904). Available at: <https://www.ourdocuments.gov/doc.php?flash=false&doc=56&page=transcript>
- Woodrow Wilson, “Fourteen Points” (1918). Available at: http://avalon.law.yale.edu/20th_century/wilson14.asp.
- Lawrence R. Jacobs and Benjamin I. Page, “Who Influences U.S. Foreign Policy?” *American Political Science Review* Vol. 99, No. 1 (February 2005): 107-123.

Lecture 20 – November 16**Immigration Policy**

- Mae Ngai, “The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965,” *Law & History Review* Vol. 21, No. 1 (2003): 1-32.
- Jens Hainmueller and Michael J. Hiscox, “Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment,” *American Political Science Review* Vol. 104, No. 1 (2010): 61–84.

Lecture 21 – November 18**Criminal Justice Reform**

- Vesla M. Weaver and Amy E. Lerman, “Political Consequences of the Carceral State,” *American Political Science Review* Vol. 104, No. 4 (2010): 817-833.
- Katherine Beckett, “The Politics, Promise, and Peril of Criminal Justice Reform in the Context of Mass Incarceration,” *Annual Review of Criminology* Vol. 1 (2018): 235-259.

*November 19 – Last day to withdraw from the course.

*November 20 – Policy memo due by 5:00 PM.

Lecture 22 – November 23**Electoral Reform**

- Robert A. Dahl, *How Democratic is the American Constitution?* (Yale University Press, 2003 [2002]): 1-6.
- Lisa Hill, “Low Voter Turnout in the United States: Is Compulsory Voting a Viable Solution?,” *Journal of Theoretical Politics* Vol. 18, No. 2 (2006): 207-232.
- Lindsay Nielson, “Ranked Choice Voting and Attitudes toward Democracy in the United States: Results from a Survey Experiment,” *Politics and Policy* Vol. 45, No. 4 (2017): 535-570.

*November 25 – No lecture; Thanksgiving break.

The Future of American Government**Lecture 23 - November 30****Values and Ethics in American Politics**

- Rogers M. Smith, “Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America,” *American Political Science Review* Vol. 87, No. 3 (1993): 549-566.
- Molly Sonner and Clyde Wilcox, “Forgiving and Forgetting: Public Support for Bill Clinton During the Lewinsky Scandal,” *PS: Political Science and Politics*, Vol. 32, No. 3 (1999): 554-557.
- Jo Becker and Scott Shane, “Secret ‘Kill List’ Proves a Test of Obama’s Principles and Will,” *The New York Times* (May 29, 2012). Available at: <https://www.nytimes.com/2012/05/29/world/obamas-leadership-in-war-on-al-qaeda.html>.

Lecture 24 – December 2**Polarization and Nationalization**

- Morris P. Fiorina and Samuel J. Abrams, “Political Polarization in the American Public,” *Annual Review of Political Science* Vol. 11 (2008): 563-588.
- Alan I. Abramowitz and Kyle L. Saunders, “Is Polarization a Myth?,” *Journal of Politics* Vol. 70, No. 2 (2008): 542-555.
- Daniel J. Hopkins, *The Increasingly United States: How and Why American Political Behavior Nationalized* (Chicago University Press, 2018): 1-19.

Lecture 25 – December 7**Whither American Democracy?**

- Julia R. Azari and Jennifer K. Smith, “Unwritten Rules: Informal Institutions in Established Democracies,” *Perspectives on Politics* Vol. 10, No. 1 (2012): 37-55.
- Robert Lieberman, Suzanne Mettler, Thomas B. Pepinsky, Kenneth Roberts, and Richard Valelly, “The Trump Presidency and American Democracy: A Historical and Comparative Analysis,” *Perspectives on Politics* Vol. 17, No. 2 (2019): 470- 479.

December 8-9**Reading days****December 10-18****Exam period**

*December 14 – Book/article review due by 5:00 PM.