

## **Proseminar in American Politics (GOVT 710)**

Professor Elizabeth Suhay  
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American University, Fall 2021  
Monday, 5:30-8, Battelle-Tompkins Bldg T10

Office hours: Friday, 4-6 (via Zoom)

### **Course Description**

This course will introduce you to the field of U.S. politics and serve as preparation for the U.S. politics field exam, covering canonical works with an eye toward recent developments. While focused on the politics of just one nation, the field of U.S. politics has been an incubator of novel theorizing and methodologies, many of which have been taken up by scholars across the field of Political Science. Thus, you should understand this course not only as offering a deep understanding of U.S. government and politics but also as providing insight into the broader field. We will cover a wide range of topics in the study of U.S. politics. We begin with American political culture and traditions, major political institutions, and federalism and state and local politics; we then cover political parties, interest groups, voter turnout, and elections; we end with the study of public opinion and inequality, including the politics of race and gender and democratic (un)responsiveness. Finally, this course will also help you to develop your scholarly writing skills and ability to identify ways in which you might meaningfully contribute to the field.

### **Course Assignments and Expectations**

#### *Essays – 50%*

You will complete six short essays in response to assigned readings, submitting them to Canvas. You must complete three during the first half of the semester (weeks 1-7) and three during the second half of the semester (weeks 8-14). These papers should be at least two and no longer than three double-spaced pages. The purpose of these papers is to engage with one or more works and to practice laying the groundwork for your own scholarly work. As such, these papers are oriented toward finding ways in which you (or someone else) could contribute to the field. There are two main paper types: (a) critique a prominent study and explain how you would conduct a better study; (b) discuss two (or more) scholars engaged in a debate and describe a way of resolving the debate, e.g., via a new theory and/or further empirical study. You should complete at least one of each type of paper each half-semester.

### *Final paper – 30%*

You will complete one final paper that is an up-to-date synthesis of the research literature on a particular topic. You might consider choosing one or two works from the syllabus as an anchor, and then extending beyond those works to capture others, making sure you include relevant contemporary works. This synthesis should not just summarize these works. It should provide an original argument, or perspective, on the body of research, critique that research where relevant, and discuss important future avenues of research. Students who plan to carry out research in U.S. politics might consider this as an opportunity to develop an idea for a future original research paper. Approximate length: 20 double-spaced pages. Please discuss your topic with me before you begin. Note that each student will also work with a partner to (a) develop their ideas for the final paper, and (b) read and critique a draft of the others' paper.

### *Discussion leader – 5%*

You will be a discussion leader for a portion of one class period. You will sign up for a week toward the beginning of the semester. One week prior to the relevant class, please contact me and identify up to two works for which you would like to lead discussion.

### *Participation – 15%*

This is a discussion-based seminar. Students should arrive in class having read, and recorded notes on, each assigned reading. At the very least, you should be able to (a) convey the author's main argument(s); (b) explain the evidence/analysis provided in support of that argument; (c) provide your own perspective on the work, such as its strengths and weaknesses and how it relates to other readings. I will grade your participation based on how often you participate and your preparedness. Note that unexcused absences or late arrivals will negatively affect your participation grade.

## **Course Readings**

All course readings will be made available via Canvas with one exception – please purchase *Democracy for Realists* by Achen and Bartels.

Note that only the initial list of readings on each page are required. The recommended readings are intended as a supplement for students studying for the U.S. politics field exam or simply interested in reading more deeply on a given topic.

## SCHEDULE OF READINGS

### Week 1 - U.S. POLITICAL CULTURE and TRADITION<sup>1</sup>

Alexis de Tocqueville. 1835 / 1840. *Democracy in America*.

#### VOLUME I

[Online here](#)

Chapter III: Social Conditions Of The Anglo-Americans

Chapter XIV: Advantages American Society Derive From Democracy—Part I

Chapter XV: Unlimited Power Of Majority, And Its Consequences—Part II (Tyranny Of The Majority)

Chapter XVII: Principal Causes Maintaining The Democratic Republic—Part I

Chapter XVII: Principal Causes Maintaining The Democratic Republic—Part III (Principal Causes Which Render Religion Powerful In America)

Chapter XVIII: Future Condition Of Three Races In The United States—Part I

Chapter XVIII: Future Condition Of Three Races—Part II

Chapter XVIII: Future Condition Of Three Races—Part III

#### VOLUME II

[Online here](#)

#### BOOK TWO, Section 2

Chapter I: Why Democratic Nations Show A More Ardent And Enduring Love Of Equality Than Of Liberty

Chapter II: Of Individualism In Democratic Countries

Chapter VIII: The Americans Combat Individualism By The Principle Of Interest Rightly Understood

Chapter XIII: Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity

#### BOOK THREE

Chapter XII: How The Americans Understand The Equality Of The Sexes

#### BOOK FOUR

Chapter II: That The Notions Of Democratic Nations On Government Are Naturally Favorable To The Concentration Of Power

Chapter VI: What Sort Of Despotism Democratic Nations Have To Fear

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<sup>1</sup> Some of the readings on this syllabus, especially Week 1, have been drawn from Dan Carpenter and Jennifer Hochschild's American Politics Field Seminar at Harvard University.

Louis Hartz. 1955. *The Liberal Tradition in America*. Harcourt Brace. Chapter 1

Gunnar Myrdal. 1944. *An American Dilemma*. McGraw-Hill. Introduction, Chapter 1

Rogers Smith. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review* 87: 549-566.

*Recommended reading*

James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers*, Nos. 10, 51, 52, 53, 62, 63, 78  
[Online here](#)

Robert Dahl. 1977. "On Removing Certain Impediments to Democracy in the United States." *Political Science Quarterly* 92(1): 1-20.

Seymour Martin Lipset. 1963. *The First New Nation*. Doubleday.

## Week 2 - CONGRESS

David Mayhew. 1974. *Congress: The Electoral Connection*. Yale University Press. Part 1

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

Douglas Arnold. 1990. *The Logic of Congressional Action*. Yale University Press. Chapter 1, 4

Keith T. Poole and Howard Rosenthal. 1991. "Patterns of Congressional Voting." *American Journal of Political Science* 35(1): 228-278.

Erick Schickler. 2001. *Disjointed Pluralism: Institutional Innovation and the Development of the U.S. Congress*. Princeton University Press. Chapter 1

Frances E. Lee. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. University of Chicago Press. Chapter 2, 3

### *Recommended reading*

Gary Cox and Matthew McCubbins. 2007 [1993]. *Legislative Leviathan*. Berkeley: University of California Press. Chapters 4 & 5

Gary W. Cox and Mathew D. McCubbins. 2005. *Setting the Agenda: Responsible Party Government in the U.S. House of Representatives*. Cambridge University Press.

Timothy Groseclose and James Snyder, Jr. 1996. "Buying Supermajorities." *American Political Science Review* 90 (2): 303-315.

Richard L. Hall. 1996. *Participation in Congress*. Yale University Press.

David King. 1997. *Turf Wars*. University of Chicago Press.

Keith Krehbiel. 1991. *Information and Legislative Organization*. University of Michigan Press.

Keith Krehbiel. 1998. *Pivotal Politics*. University of Chicago Press.

Nelson W. Polsby. 1968. "The Institutionalization of the U.S. House of Representatives." *American Political Science Review* 62 (March): 144-68.

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

Barbara Sinclair. 2016. *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress, Fifth Edition*. Sage.

Carol M. Swain. 1995. *Black Faces, Black Interests: The Representation of African Americans in Congress*. Harvard University Press.

### **Week 3 - PRESIDENCY**

Richard Neustadt. 1990 [1960]. *Presidential Power and the Modern Presidents*. Free Press. Chapter 1, 3

Stephen Skowronek. 1984. "Presidential Leadership in Political Time." In Michael C. Nelson's *The Presidency and the Political System*. CQ Press.

Terry Moe. 1985. "The Politicized Presidency." In *The New Direction in American Politics*, ed. John Chubb and Paul Peterson. Brookings Institution Press. Pp. 235-271.

Brandice Canes-Wrone and Scott De Marchi. 2003. "Presidential Approval and Legislative Success." *Journal of Politics* 64(2): 491-509.

Charles Cameron and Nolan McCarty. 2004. "Models of Vetoes and Veto Bargaining." *Annual Review of Political Science* 7: 409-35.

William Howell. 2009. *Power without Persuasion: The Politics of Direct Presidential Action*. Princeton University Press. Chapter 1, 2, 3

#### *Recommended reading*

James D. Barber. 1992. *The Presidential Character: Predicting Performance in the White House*, 4<sup>th</sup> ed. Prentice Hall.

Fred I. Greenstein. 2004. *The Presidential Difference: Leadership Style from FDR to George W. Bush*. Princeton University Press.

Tim Groseclose and Nolan McCarty. 2001. "The Politics of Blame: Bargaining Before an Audience." *American Journal of Political Science*.

Samuel Kernell. 1997. *Going Public: New Strategies of Presidential Leadership*. 3rd ed. Congressional Quarterly Press.

John Mueller. 1973. *War, Presidents and Public Opinion*. Wiley.

Mariah Zeisberg, 2013. *War Powers: The Politics of Constitutional Authority*. Princeton University Press.

## Week 4 - JUDICIARY

Robert Dahl. 1957. "Decision-Making in a Democracy: The Supreme Court as National Policy Maker." *Journal of Public Law* 6: 279-295.

Gerald Rosenberg. 1991. *The Hollow Hope: Can Courts Bring about Social Change?* University of Chicago Press. Introduction, chapter 1, 4

Forrest Maltzman, James Spriggs, and Paul Wahlbeck. 1999. "Strategy and Judicial Choice: New Institutional Approaches to Supreme Court Decision Making." In C. Clayton and H. Gillman's *Supreme Court Decision-Making: New Institutional Approaches*. University of Chicago Press. Pp. 43-63.

Brandon Bartels. 2009. "The Constraining Capacity of Legal Doctrine on the U.S. Supreme Court." *American Political Science Review* 103(3): 474-95.

Allison P. Harris and Maya Sen. 2019. "Bias and Judging." *Annual Review of Political Science* 22: 241-259.

Gregory Caldeira and James Gibson. 1992. "The Etiology of Public Support for the US Supreme Court." *American Journal of Political Science* 36(3): 635-664.

### *Recommended reading*

Cliff Carrubba, Barry Friedman, Andrew Martin, and Georg Vanberg. 2012. "Who Controls the Content of Supreme Court Opinions?" *American Journal of Political Science* 56 (2): 400-412.

James Gibson, Gregory Caldeira, and Lester Kenyatta Spence. 2003. "The Supreme Court and the US Presidential Election of 2000: Wounds, Self-Inflicted or Otherwise?" *British Journal of Political Science* 33 (4): 535-556.

Mark Graber. 2008. *Dred Scott and the Problem of Constitutional Evil*. Cambridge University Press.

Gregory Huber and Sanford Gordon. 2006. "Accountability and Coercion: Is Justice Blind When It Runs for Office?" *American Journal of Political Science* 48 (2): 247-263.

Benjamin Lauderdale and Tom Clark. 2012. "The Supreme Court's Many Median Justices." *American Political Science Review* 106 (4): 847-866.

Ryan Owens. 2010. "The Separation of Powers and Supreme Court Agenda Setting." *American Political Science Review* 54: 412-425.

Jeffrey Segal and Albert Cover. 1989. "Ideological Values and the Votes of U.S. Supreme Court Justices." *American Political Science Review* 83(2): 557-566.

Charles Shipan. 1999. "The Politics of Supreme Court Nominations: A Theory of Institutional Constraints and Choices." *American Journal of Political Science* 43 (4): 1069-1095.

Keith Whittington. 2005. "Interpose Your Friendly Hand: Political Support for the Exercise of Judicial Review by the United States Supreme Court." *American Political Science Review* 99(4): 583-96.

## Week 5 - BUREAUCRACY and ADMINISTRATIVE POWER

Charles Lindblom. 1959. "The Science of Muddling Through." *Public Administration Review*: 79-98.

Peter Bachrach and Morton Baratz. 1962. "Two Faces of Power." *American Political Science Review*. 56: 947-952.

Michael Lipsky. 1969. "Toward a Theory of Street-Level Bureaucracy." Paper prepared for presentation at the American Political Science Association annual conference. [Article version of *Street Level Bureaucracy: Dilemmas of the Individual in Public Service*. 1980. Russell Sage Foundation]

Stephen Skowronek. 1982. *Building a New American State: The Expansion of National Administrative Capacities, 1877-1920*. Cambridge University Press. Part I, chapters 1, 2; Part II, Introduction, chapter 3; Part III, Introduction; Epilogue

James Q. Wilson. 1989. *Bureaucracy: What Government Agencies Do and Why They Do It*. Basic Books. Chapter 2, 20

Daniel Carpenter. 2001. *The Forging of Bureaucratic Autonomy: Reputations, Networks, and Policy Innovation in Executive Agencies, 1862-1928*. Princeton University Press. Introduction, chapter 1, 4

### *Recommended reading*

John Brehm and Scott Gates. 1997. *Working, Shirking, and Sabotage: Bureaucratic Response to a Democratic Public*. University of Michigan Press.

David Epstein and Sharyn O'Halloran. 1999. *Delegating Powers: A Transaction Cost Politics Approach to Policy Making under Separate Powers*. Cambridge University Press.

John D. Huber and Charles R. Shipan. 2002. *Deliberate Discretion? Institutional Foundations of Bureaucratic Autonomy*. Cambridge University Press.

Mathew D. McCubbins and Thomas Schwartz. 1984. "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms." *American Journal of Political Science* 28: 165-179.

Mathew D. McCubbins, Roger Noll, and Barry Weingast. 1987. "Administrative Procedures as Instruments of Political Control." *Journal of Law, Economics, and Organizations* 3(2): 243-77.

Susan Webb Yackee. 2006. "Sweet-Talking the Fourth Branch: The Influence of Interest Group Comments on Federal Agency Rulemaking." *Journal of Public Administration Research and Theory* 16(1): 103-124.



## **Week 6 - FEDERALISM, STATE and LOCAL POLITICS**

Robert Dahl. 1961. *Who Governs?* Yale University Press. Chapter 1, 7, 8, 12, 15, 19

Elisabeth Gerber. 1996. "Legislative Response to the Threat of Popular Initiatives." *American Journal of Political Science* 40(1): 99-128.

Charles Shipan and Craig Volden. 2008. "The Mechanisms of Policy Diffusion." *American Journal of Political Science* 52(4): 840-857.

Jessica Trounstein. 2016. "Segregation and Inequality in Public Goods." *American Journal of Political Science* 60(3): 709-725.

Jamila Michener. 2018. *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. Cambridge University Press. Chapter 2, 3

Jonathan Rodden. 2019. *Why Cities Lose: The Deep Roots of the Urban-Rural Political Divide*. Basic Books. Chapter 1, 2, 3

### *Recommended reading*

Christopher Berry. 2009. *Imperfect Union: Representation and Taxation in Multilevel Governments*. Cambridge University Press.

Nancy Burns. 1994. *The Formation of American Local Governments: Private Values in Public Institutions*. Oxford University Press. Chapter 1, 4, 5

Ryan Enos. 2017. *The Space between Us: Social Geography and Politics*. Cambridge University Press.

Ira Katznelson. 2013. *Fear Itself: The New Deal and the Origins of Our Time*. W.W. Norton.

V. O. Key, Jr. 1949. *Southern Politics in State and Nation*. Knopf.

Paul Peterson. 1981. *City Limits*. University of Chicago Press. Chapter 3, 4

Jessica Trounstein. 2009. "All Politics Is Local: The Reemergence of the Study of City Politics." *Perspectives on Politics* 7(3): 611-618.

## Week 7 - POLITICAL PARTIES and POLARIZATION

APSA Committee on Political Parties. 1950. "Toward a More Responsible Two-Party System: A Report of the Committee on Political Parties." *American Political Science Review* 44(3): 1-96.

John Aldrich. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. University of Chicago Press. Chapter 1, 2

Kathleen Bawn, Martin Cohen, David Karol, Seth Masket, Hans Noel, and John Zaller. 2012. "A Theory of Political Parties: Groups, Political Demands, and Nominations in American Politics." *Perspectives on Politics* 10(3): 571-597.

Matt Grossmann and David A. Hopkins. 2016. *Asymmetric Politics: Ideological Republicans and Group Interest Democrats*. Oxford. Chapter 2, 3

Paul Pierson and Eric Schickler. 2020. "Madison's Constitution Under Stress: A Developmental Analysis of Political Polarization." *Annual Review of Political Science* 23: 37-58.

Ismail K. White and Chryl N. Laird. 2020. *Steadfast Democrats: How Social Forces Shape Black Political Behavior*. Princeton University Press. Chapter 4, 5, 6

### *Recommended reading*

Paul R. Abramson and Charles W. Ostrom, Jr. 1991. "Macropartisanship: An Empirical Reassessment." *American Political Science Review* 85(1): 181-192.

Donald Green, Bradley Palmquist, and Eric Schickler. 2002. *Partisan Hearts and Minds: Political Parties and the Social Identity of Voters*. Yale University Press. Chapter 1, 2.

Leonie Huddy, Lilliana Mason, and Lene Aaroe. 2015. "Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity." *American Political Science Review* 109(1): 1-17.

Morris P. Fiorina and Samuel J. Abrams. 2008. "Political Polarization in the American Public." *Annual Review of Political Science* 11: 563-588.

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

Michael B. MacKuen, Robert S. Erikson, and James A. Stimson. 1991. "Macropartisanship." *American Political Science Review* 83(4): 1125-1142.

Nolan McCarty, Keith T. Poole, Howard Rosenthal, and Adam Bonica. 2016. *Polarized America: The Dance of Ideology and Unequal Riches, Second Edition*. MIT Press.

William Riker. 1992. "The Two-Party System and Duverger's Law: An Essay on the History of Political Science." *American Political Science Review* 76(4): 753-766.

## **Week 8 - INTEREST and ADVOCACY GROUPS**

Mancur Olson. 1965. *The Logic of Collective Action*. Harvard University Press. Chapter 1, 2

Albert Hirschman. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Harvard University Press. Chapters 1, 9.

E. E. Schattschneider. 1975. *The Semisovereign People*. Dryden. Chapter 2, 3, 4

Theda Skocpol, Marshall Ganz, and Ziad Munson. 2000. "A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States." *American Political Science Review* 94: 527-546.

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

Hahrie Han. 2016. "The Organizational Roots of Political Activism: Field Experiments on Creating a Relational Context." *American Political Science Review* 110(2): 296-307.

### *Recommended reading*

Jeffrey Berry. 1999. *The New Liberalism: The Rising Power of Citizen Groups*. Brookings Institution Press. Chapter 1, 2, 4

John Mark Hansen. 1985. "The Political Economy of Group Membership." *American Political Science Review* 79: 79-96.

Jane Mansbridge. 1986. *Why We Lost the ERA*. University of Chicago Press.

Kay Lehman Schlozman and John T. Tierney. 1986. *Organized Interests and American Democracy*. Harper & Row.

Dara Strolovitch. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics* 68(4): 893-908.

Jack Walker. 1991. *Mobilizing Interest Groups in America*. University of Michigan Press. Chapter 2, 3

James Q. Wilson. 1973. *Political Organizations*. Basic Books.

## Week 9 - VOTER TURNOUT and PARTICIPATION

Anthony Downs. 1957. *An Economic Theory of Democracy*. Harper and Row. Chapter 1, 3, 14

William Riker and Peter Ordeshook. 1968. "A Theory of the Calculus of Voting." *American Political Science Review* 62(1): 25-42.

Robert Putnam. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6(1).

Henry E. Brady, Sidney Verba, and Kay Lehman Schlozman. 1995. "Beyond SES: A Resource Model of Political Participation." *American Political Science Review* 89(2): 271-94.

Alan Gerber and Donald Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment." *American Political Science Review* 94(3): 653-663.

Taeku Lee. 2002. *Mobilizing Public Opinion*. University of Chicago Press. Chapter 1, 2, 5

### *Recommended reading*

Bernard Fraga. 2016. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout." *American Journal of Political Science*. 60 (1): 97-122.

Joshua L. Kalla and David E. Broockman. 2016. "Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment." *American Journal of Political Science* 60(3): 545-558.

Jan E. Leighley and Jonathan Nagler. 2014. *Who Votes Now? Demographics, Issues, Inequality and Turnout in the United States*. Princeton University Press.

Michael P. McDonald and Samuel L. Popkin. 2001. "The Myth of the Vanishing Voter." *American Political Science Review* 95 (December): 963-74.

Steven J. Rosenstone and John Mark Hansen. 1993. *Mobilization, Participation, and Democracy in America*. Macmillan Publishing. Chapter 5, 6, 7

Sidney Verba, Kay Lehman Schlozman, and Henry Brady. 1995. *Voice and Equality: Civic Volunteerism in American Politics*. Harvard University Press.

## Week 10 - ELECTIONS and VOTE CHOICE

Bernard Berelson, Paul Lazarsfeld, and William McPhee. 1954. *Voting: Opinion Formation in a Presidential Campaign*. Chicago: University of Chicago Press. Chapters 4, 5, 6, 7

Angus Campbell, Phillip Converse, Warren Miller, and Donald Stokes. 1960. *The American Voter*. University of Michigan Press. Chapter 2, 6, 7

V.O. Key. 1966. *The Responsible Electorate: Rationality in Presidential Voting, 1936-1960*. Vintage. Chapter 1, 2

Morris Fiorina. 1978. "Economic Retrospective Voting in American National Elections: A Micro-Level Analysis." *American Journal of Political Science* 22(2): 426-443.

Larry M. Bartels. 2000. "Partisanship and Voting Behavior, 1952-1996." *American Journal of Political Science* 44(1): 35-50.

Christopher Achen and Larry Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton University Press. Chapter 5, 6, 7, 9

### *Recommended reading*

Stephen Ansolabehere, James Snyder, and Charles Stewart. 2001. "Candidate Positioning in U.S. House Elections." *American Journal of Political Science* 45(1): 136-159.

Ted Brader. 2005. *Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work*. University of Chicago Press. Chapters 1, 4, 5

Jamie L. Carson, Erik J. Engstrom, and Jason M. Roberts. 2007. "Candidate Quality, the Personal Vote, and the Incumbency Advantage in Congress." *American Political Science Review* 101 (May): 289-301.

D. Sunshine Hillygus and Todd G. Shields. 2008. *The Persuadable Voter: Wedge Issues in Presidential Elections*. Princeton University Press.

V.O. Key, Jr. 1949. *Southern Politics in State and Nation*. Knopf.

Richard R. Lau and David P. Redlawsk. 2006. *How Voters Decide: Information Processing during Election Campaigns*. Cambridge University Press.

David R. Mayhew. 2002. *Critical Realignments: A Critique of an American Genre*. Yale University Press.

Robert Mickey. 2014. *Paths out of Dixie: The Democratization of Authoritarian Enclaves in America's Deep South, 1944-1972*. Princeton University Press.

Samuel L. Popkin. 1994. *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*, 2<sup>nd</sup> ed. Chicago University Press.

## Week 11 - PUBLIC OPINION

Walter Lippmann. 1922. *Public Opinion: How People Decide; The Role of News, Propaganda and Manufactured Consent in Modern Democracy and Political Elections*. Chapter 1, 6

Phillip Converse. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, ed. David Apter. Free Press. Pp. 206-258.

Jennifer Hochschild. 1981. *What's Fair? American Beliefs about Distributive Justice*. Harvard University Press. Chapter 5, 6, 8

John Zaller and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science* 36(3): 579-616.

Katherine Cramer. 2012. "Putting Inequality in its Place: Rural Consciousness and the Politics of Perspective." *American Political Science Review* 106(3): 517-532.

Lilliana Mason. 2018. *Uncivil Agreement: How Politics Became Our Identity*. University of Chicago Press. Chapter 4, 5, 6

### *Recommended reading*

Michael Alvarez and John Brehm. 2002. *Hard Choices, Easy Answers: Values, Information, and American Public Opinion*. Princeton University Press.

Edward Carmines and James Stimson. 1989. *Issue Evolution: Race and the Transformation of American Politics*. Princeton University Press. Chapter 1, 6, 7, 8

Pamela Johnson Conover. 1984. "The Influence of Group Identifications on Political Perception and Evaluation." *Journal of Politics* 46: 760-784.

Michael X. Delli Carpini and Scott Keeter. 2007. *What Americans Know About Politics and Why It Matters*. Yale University Press.

Shanto Iyengar, Yptach Lelkes, Matthew Levendusky, Neil Malhotra, and Sean J. Westwood. 2019. "The Origins and Consequences of Affective Polarization in the United States." *Annual Review of Political Science* 22: 129-146.

V.O. Key. 1961. *Public Opinion and American Democracy*. Knopf.

Robert Lane. 1962. *Political Ideology: Why the American Common Man Believes What He Does*. Free Press.

Michael B. MacKuen, Robert S. Erikson, and James A. Stimson. 1992. "Peasants or Bankers? The American Electorate and the U.S. Economy." *American Political Science Review* 86: 598-611.

Benjamin Page and Robert Shapiro. 1992. *The Rational Public*. University of Chicago Press.

John Zaller. 1992. *The Nature and Origins of Mass Opinion*. Cambridge University Press.

## Week 12 - MEDIA and POLITICAL COMMUNICATION

Shanto Iyengar, Mark D. Peters, and Donald R. Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." *American Political Science Review* 76(4): 848-858.

Markus Prior. 2005. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout." *American Journal of Political Science* 49(3): 577-592.

Diana Mutz. 2006. *Hearing the Other Side: Deliberative versus Participatory Democracy*. Cambridge University Press. Chapter 3, 4

Dennis Chong and James N. Druckman. 2007. "Framing Theory." *Annual Review of Political Science* 10:103-26.

Matthew S. Levendusky. 2013. "Why Do Partisan Media Polarize Viewers?" *American Journal of Political Science* 57(3): 611-623.

Kevin Arceneaux, Martin Johnson, Rene Lindstadt, and Ryan J. Wielen. 2016. "The Influence of News Media on Political Elites: Investigating Strategic Responsiveness in Congress." *American Journal of Political Science* 60(1): 5-29.

### *Recommended reading*

Stephen Ansolabehere, Shanto Iyengar, Adam Simon, and Nicholas Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" *American Political Science Review* 88(4): 829-838.

David Barker and Kathleen Knight. 2000. "Political Talk Radio and Public Opinion." *Public Opinion Quarterly* 64(2): 149-170.

Elihu Katz and Paul Felix Lazarsfeld. 1966. *Personal Influence: The Part Played by People in the Flow of Mass Communications*. Transaction Publishers.

Daniel Kreiss and Shannon C. McGregor. 2019. "The 'Arbiters of What Our Voters See': Facebook and Google's Struggle with Policy, Process, and Enforcement around Political Advertising." *Political Communication* 36(4): 499-522.

David M.J. Lazer, Matthew A. Baum, Yochai Benkler, Adam J. Berinsky, Kelly M. Greenhill, Filippo Menczer, Miriam J. Metzger, Brendan Nyhan, Gordon Pennycook, David Rothschild, Michael Schudson, Steven A. Sloman, Cass R. Sunstein, Emily A. Thorson, and Duncan J. Watts. 2018. "The Science of Fake News." *Science* 359(6380): 1094-1096.

Yphtach Lelkes, Gaurav Sood, and Shanto Iyengar. 2017. "The Hostile Audience: The Effect of Access to Broadband Internet on Partisan Affect." *American Journal of Political Science* 61(1): 5-20.

Brendan Nyhan and Jason Reifler. 2010. "When Corrections Fail: The Persistence of Political Misperceptions." *Political Behavior* 32 (2): 303-330.

### **Week 13 - THE POLITICS OF RACE and GENDER**

Michael Dawson. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton University Press. Chapter 3

Donald R. Kinder and Lynn Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Chicago University Press. Chapter 5

Vesla M. Weaver and Amy E. Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-833.

Sarah F. Anzia and Christopher R. Berry. 2011. "The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?" *American Journal of Political Science* 55(3): 478-93.

Christopher F. Karpowitz, Tali Mendelberg, and Lee Shaker. 2012. "Gender Inequality in Deliberative Participation." *American Political Science Review* 106(3): 533-547.

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

#### *Recommended reading*

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

Richard Fox and Jennifer Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition." *American Political Science Review*.

Martin Gilens. 1999. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. University of Chicago Press. Chapters 1-3

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

Kristin Luker. 1985. *Abortion and the Politics of Motherhood*. University of California Press.

Tali Mendelberg. 2001. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton University Press.

Eric Schickler. 2016. *Racial Realignment: The Transformation of American Liberalism, 1932-1964*. Princeton University Press.

Michael Tesler. 2012. "The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Race and Racial Attitudes." *American Journal of Political Science* 56(3): 690-704.



## **Week 14 – REPRESENTATION and DEMOCRATIC RESPONSIVENESS**

James Stimson, Michael Mackuen, and Robert Erikson. 1995. "Dynamic Representation." *American Political Science Review* 89(3): 543-565.

Jane Mansbridge. 2003. "Rethinking Representation." *American Political Science Review* 97(4): 515-528.

Katherine Tate. 2003. *Black Faces in the Mirror: African Americans and Their Representation in the U.S. Congress*. Princeton University Press. Chapter 1, 4, 5

Jeffrey Lax and Justin Phillips. 2009. "Gay Rights in the States: Public Opinion and Policy Responsiveness." *American Political Science Review* 103(3): 367-386.

Martin Gilens and Benjamin I. Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics* 12(3): 564-581.

Jacob Hacker and Paul Pierson. 2014. "After the 'Master Theory': Downs, Schattschneider, and the Rebirth of Policy-Focused Analysis." *Perspectives on Politics* 12(3): 643-662.

### *Recommended reading*

Larry Bartels. 2018. *Unequal Democracy: The Political Economy of the New Gilded Age*. Princeton University Press.

Frank Baumgartner and Bryan Jones. 1993. *Agendas and Instability in American Politics*. University of Chicago Press.

Nicholas Carnes. 2013. *White-Collar Government: The Hidden Role of Class in Economic Policy Making*. University of Chicago Press.

Seymour Martin Lipset. 1960. *Political Man*. Anchor Books.

Jane Mansbridge. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61: 628-657.

Hanna Pitkin. 1967. *The Concept of Representation*. University of California Press.

Christopher Wlezien. 2004. "Patterns of Representation: Dynamics of Public Preferences and Policy," *Journal of Politics* 66 (1): 1-24.

## University-Wide Policies and Resources

### Academic Integrity

Standards of academic conduct are set forth in the university's [Academic Integrity Code](#). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

### Defining and Reporting Discrimination and Non-Title IX Sexual Misconduct Policy

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking.

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with [University Police](#) (202-885-2527), the [Office of the Dean of Students](#) ([dos@american.edu](mailto:dos@american.edu) or 202-885-3300), or the [Title IX Office](#) (202-885-8080 or [TitleIX@american.edu](mailto:TitleIX@american.edu)). For more information, including a list of supportive resources on and off-campus, contact [OASIS](#) ([osis@american.edu](mailto:osis@american.edu) or 202-885-7070) or check out the [Support Guide on the Title IX webpage](#).

Review the complete [Discrimination and Non-Title IX Sexual Misconduct Policy](#).

### Defining and Reporting Title IX Sexual Harassment Policy

American University does not discriminate on the basis of sex in the education program or activity that it operates, which includes admission and employment. Consistent with the procedures set forth and referenced in this Policy, the University will take steps to eliminate Title IX Sexual 2 Harassment, prevent its recurrence, and remedy any discriminatory effects for members of the AU Community.

It is the responsibility of every member of the AU Community to foster an environment free of Title IX Sexual Harassment. All members of the AU Community are encouraged to take reasonable and prudent actions to prevent or stop an act of Title IX Sexual Harassment. Taking action may include direct intervention when safe to do so, enlisting the assistance of friends, contacting law enforcement, or seeking assistance from a person in authority.

AU Community members employed by the University (including student employees, such as teaching assistants, resident assistants, and orientation leaders) and individuals covered by the University's Out-of-State Staffing Policy have a duty to report Title IX Sexual Harassment to the [Title IX Coordinator](#) (202-885-8080), when they become aware of such conduct.

Review the complete [Title IX Sexual Harassment Policy](#).

### **Emergency Preparedness**

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Canvas, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

### **Fall 2021 COVID-19 Statement**

As AU returns to in-person activities this fall, we must recognize the new challenges this return brings. Our success as a community relies on all of us committing to expectations outlined in the [AU Forward Fall 2021 Health and Safety Plan](#) as well as striving to maintain an inclusive learning environment.

### **Student Code of Conduct**

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

### **Religious Observances**

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

### **Use of Student Work**

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

### **Academic Support Services**

#### **Academic Success Coaching**

[Academic Success Coaching](#) is a free one-on-one meeting between a student and a professional academic coach to build or enhance time management, organizational, reading, notetaking, test taking and study skills. Students can work with an academic coach to develop an academic action plan, better

understand how to break down large assignments, and discuss overcoming procrastination. Coaching services are open to all students. (Location in Clark Hall Rooms 106/113 – Schedule appointments on the [Academic Coaching You Can Book Me](#) – [academiccoaching@american.edu](mailto:academiccoaching@american.edu))

#### ASAC Tutoring Lab

The [ASAC Tutoring Lab](#) provides free one-on-one and drop-in tutoring for selected courses in disciplines such as accounting, biology, chemistry and economics. In your 30 minutes or hour appointment, a peer tutor can assist with understanding course content, providing hands-on practice, and discussing best strategies for studying. ([Schedule tutoring appointments on WC Online](#) – [tutoring@american.edu](mailto:tutoring@american.edu))

#### International Student & Scholar Services

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

#### Mathematics & Statistics Tutoring Lab

The [Mathematics & Statistics Tutoring Lab](#) provides free drop-in tutoring and scheduled one-on-one tutoring appointments to American University students for exam review, homework assignments, and understanding concepts. The Lab tutors Mathematics concepts up to Calculus II and Statistics concepts up to Intermediate Statistics. (Drop-in to Don Myers Building Room 103 or [Schedule tutoring appointments on WC Online](#))

#### Supplemental Instruction

[Supplemental Instruction](#) (SI) is a free group tutoring program that supports historically challenging courses in disciplines such as accounting, biology, chemistry and economics. SI Leaders facilitate weekly group review sessions that reiterate course content. In your one or two hour session, an SI Leader can assist with learning course concepts, facilitating group learning, and sharing best strategies for studying and note taking. ([siprogram@american.edu](mailto:siprogram@american.edu))

#### Writing Center

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (Bender Library – 1st Floor Commons – [Schedule tutoring appointments on WC Online](#) – 202-885-2991)

### **Student Support Services**

#### Center for Diversity & Inclusion (CDI)

[CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

#### Counseling Center

The Counseling Center offers a variety of psychological services, online resources, and referrals to off-

campus mental health care. Please visit the Center's website for more information:  
[www.american.edu/counseling](http://www.american.edu/counseling).

#### Dean of Students Office

The Office of the Dean of Students offers individual meetings to discuss issues that impact the student experience including academic, social, and personal matters. Staff work with students and make referrals to appropriate campus resources for resolution.

Additionally, while academic regulations state that medical absences are to be excused, if faculty require correspondence to verify the student's explanation, medical documentation should be submitted to the Office of the Dean of Students ("DOS"). The DOS staff will review the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Office of the Dean of Students to excuse absences. Students should be referred to the Office of the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300; Butler Pavilion 408;  
[www.american.edu/dos](http://www.american.edu/dos))

#### Food and Housing Insecurity Statement

Students facing challenges securing food or housing should be referred to the Office of the Dean of Students ([www.american.edu/dos](http://www.american.edu/dos) or 202-885-3300) for support and referral to resources.

#### Office of Advocacy Services for Interpersonal and Sexual Violence

[OASIS](http://www.american.edu/oasis), which is housed within the Health Promotion & Advocacy Center (HPAC), provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. These services are available during office hours, Monday through Friday to all students and to friends and family members of survivors. To schedule an appointment with one of the two confidential victim advocates, book via <http://auhpac.youcanbook.me>. The advocates are also available via email ([oasis@american.edu](mailto:oasis@american.edu)) or by phone (202-885-7070). HPAC/OASIS is located in Hughes Hall, Suite 105.

#### Respect for Diversity

As stated in [the American University Discrimination and Non-Title IX Sexual Misconduct Policy](#):

"American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Canvas, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

#### Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a memo from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu). For more information, visit AU's [Disability Accommodations web page](#).