

# **POLS 629: American Politics Seminar**

Fall 2019

Monday, 5:30–8:00 p.m.

407 Ford Hall

**Professor:** Adam Enders

**Office:** 105 Ford Hall

**Office Hours:** Wednesday 12:00–2:00 p.m. (or by appointment)

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## **Course Description**

This course is designed to provide graduate students with a reasonably comprehensive view of the major subfields of American political science research. Where undergraduate courses are designed to convey basic knowledge about the workings of government and details about social interaction as it pertains to politics, graduate seminars such as this one focus on critically assessing the theories, research designs, and methodologies employed in political science research.

There are two major goals of the course beyond introducing students to American politics research. First, students are to be introduced to prominent debates within many of the major subfields of American politics. A consideration of the debates that confront the literatures as they are currently unfolding will provide students with an informed, contemporary picture of political science research and prepare students to enter those literatures themselves. Second, the course should help students develop the basic skills necessary to be critical consumers of American political science research. These skills will not only help students in quickly synthesizing and evaluating research on their own for future independent work in political science, but make them more sophisticated consumers of information, more generally.

## **Seminar Format**

Seminars will cover different subfields in American politics each week. The selection of readings for each week is meant to be neither exhaustive nor representative of all topics of interest within each subfield. Instead, the intent is to review work that speaks to a prominent debate in that subfield.

At the beginning of each week I will provide a very brief review of the main themes and features of each subfield. The rest of the seminar is devoted to critically evaluating each article and the contributions it makes. Two students will be assigned to lead the class in describing and evaluating each article. During this discussion, other students are expected to interject and provide additional thoughts, questions, or evaluations of the readings.

# Course Requirements

**Participation:** Students are expected to be prepared to discuss readings, ask critical questions of the various literatures, and propose new research ideas regarding the topics at hand.

**Response Papers:** Each week students must respond, via a brief paper (between 1 and 2 single-spaced pages), to a prompt provided by the professor regarding the readings for that week. Prompts will vary in general content and structure from applications of theories/models to current political scenarios to critical assessments of methodology and everything in between. Response papers will be due in class.

**Final Exam:** Students will write a final exam consisting of a relatively small number of lengthy essay-style questions about the topics covered over the course of the semester.

# Course Material

Students must purchase only one (very inexpensive) book for the course:

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

All other articles and book chapters will be provided to students via the course Blackboard page.

# Grades

## Distribution

Participation	10%
Discussion Leading	10%
Response Papers	50%
Final Exam	30%

## Scale

94-100 = A	75-78 = C+
90-93 = A-	71-74 = C
86-89 = B+	68-70 = C-
82-85 = B	60-67 = D
79-81 = B-	60 and below = F

## Class Schedule

All of the following reading assignments are to be completed *before* attending class on the associated date/week. All course material is available on the course Blackboard webpage. I highly recommend reading the assigned material in chronological order – this will facilitate your understanding of the historical development of these literatures.

### Week 1: Introduction

No readings

### Week 2: Political Participation and American Civic Culture

Brady, Henry, Sidney Verba, and Kay Lehman Schlozman. 1995. “Beyond SES: A Resource Model of Political Participation.” *American Political Science Review* 89(2): 271-294

Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment.” *American Political Science Review* 102(1): 33-48.

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

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

### Week 3: Public Opinion

Glynn, Carroll J., Susan Herbst, Mark Lindeman, Garrett J. O’Keefe, and Robert Y. Shapiro. 2018. *Public Opinion (3<sup>rd</sup> edition)*. Boulder, CO: Westview Press. Chapters 1 & 3.

Zaller, John, 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.

Druckman, James N., Jordan Fein, and Thomas J. Leeper. 2012. “A Source of Bias in Public Opinion Stability.” *American Political Science Review* 106(2): 430-454.

Leeper, Thomas J., and Rune Slothuus. 2014. “Political Parties, Motivated Reasoning, and Public Opinion Formation.” *Advances in Political Psychology* 35(1): 129-156.

## **Week 4: Ideology and Partisanship**

Campbell, Angus, Philip E. Converse, Warren E. Miller, and Donald E. Stokes. 1960. *The American Voter*. New York: Wiley. Chapter 6.

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

Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, ed. David E. Apter. New York: Free Press, 206-261.

Jost, John T. 2017. "Ideological Asymmetries and the Essence of Political Psychology." *Political Psychology* 38(2): 167-208.

## **Week 5: Polarization, Sorting, and the Culture War**

Enders, Adam M. Working Paper. "Issues vs. Affect: How Do Elite and Mass Polarization Compare?"

Jacoby, William G. 2014. "Is There a Culture War? Conflicting Value Structures in American Public Opinion." *American Political Science Review* 108(4): 754-771.

Layman, Geoffrey C., Thomas M. Carsey, John C. Green, Richard Herrera, Rosalyn Cooperman. 2010. "Activists and Conflict Extension in American Party Politics." *American Political Science Review* 104(2): 324-346.

Iyengar, Shanto, Yphtach 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: 7.1-7.18.

## **Week 6: Race, Ethnicity, and Identity**

Sears, David O. and P. J. Henry. 2003. "The Origins of Symbolic Racism." *Journal of Personality and Social Psychology* 85(2): 259-275.

Branton, Regina P., and Bradford S. Jones. 2005. "Reexamining Racial Attitudes: The Conditional Relationship Between Diversity and Socioeconomic Environment." *American Journal of Political Science* 49(2): 359-372.

DeSante, Christopher D. 2013. "Working Twice as Hard to Get Half as Far: Race, Work Ethic, and America's Deserving Poor." *American Journal of Political Science* 57(2): 342-356.

Enders, Adam M. and Jamil S. Scott. 2019. "The Increasing Racialization of American Electoral Politics, 1988-2016." *American Politics Research* 47(2): 275-303.

## **Week 7: Voting and Campaigns**

Bartels, Larry. 2010. "The Study of Electoral Behavior." In Jan E. Leighley, ed., *The Oxford Handbook of American Elections and Political Behavior*. New York: Oxford University Press, 239-261.

Beck, Paul Allen, Russell J. Dalton, Steven Greene, and Robert Huckfeldt. 2002. "The Social Calculus of Voting: Interpersonal, Media, and Organizational Influences on Presidential Choices." *American Political Science Review* 96(1): 57-73.

Hillygus, D. Sunshine, and Simon Jackman. 2003. "Voter Decision Making in Election 2000: Campaign Effects, Partisan Activation, and the Clinton Legacy." *American Journal of Political Science* 47: 583-596.

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

## **Week 8: News Media and Political Communication**

Gerber, Alan S., James S. Gimpel, Donald P. Green, and Daron R. Shaw. 2011. "How Large and Long-lasting are the Persuasive Effects of Televised Campaign Ads? Results from a Randomized Field Experiment." *American Political Science Review* 105(1): 135-150.

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

Clayton, Katherine...Brendan Nyhan. Forthcoming. "Real Solutions for Fake News? Measuring the Effectiveness of General Warnings and Fact-Check Tags in Reducing Belief in False Stories on Social Media." *Political Behavior*.

Hitt, Matthew P., and Kathleen Searles. 2018. "Media Coverage and Public Approval of the U.S. Supreme Court." *Political Communication* 35(4): 566-586.

## **Week 9: Conspiratorial Thinking, Motivated Reasoning, and Misinformation**

Flynn, D.J., Brendan Nyhan, and Jason Reifler. 2017. "The Nature and Origins of Misperceptions: Understanding False and Unsupported Beliefs About Politics." *Advances in Political Psychology* 38(S1): 127-150. Factual Adherence." *Political Behavior* 41: 135-163.

Douglas, Karen M., Joseph E. Uscinski, Robbie M. Sutton, Aleksandra Cichocka, Turkey Nefes, Chee Siang Ang, and Farzin Deravi. 2019. "Understanding Conspiracy Theories." *Advances in Political Psychology* 40(1): 3-35.

Oliver, J. Eric, and Thomas J. Wood. 2018. *Enchanted America: How Intuition and Reason Divide Our Politics*. Chicago, IL: University of Chicago Press. Introduction and Chapters 1 & 5.

### **Week 10: Representation**

Gilens, Martin. 2005. "Inequality and Democratic Responsiveness." *Public Opinion Quarterly* 69(5): 778-796.

Broockman, David E., and Timothy J. Ryan. 2016. "Preaching to the Choir: Americans Prefer Communicating to Copartisan Elected Officials." *American Journal of Political Science* 60(4): 1093-1107.

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

Ahler, Douglas J., and David E. Broockman. 2018. "The Delegate Paradox: Why Polarized Politicians Can Represent Citizens Best." *Journal of Politics* 80(4): 1117-1133.

### **Week 11: Organized Interests**

Gordon, Sanford C., and Catherine Hafer. 2005. "Flexing Muscle: Corporate Political Expenditures as Signals to the Bureaucracy." *American Political Science Review* 99(2): 245-261.

Hall, Richard L., and Frank W. Wayman. 1990. "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees." *American Political Science Review* 84(3): 797-820.

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

Merry, Melissa K. 2016. "Constructing Policy Narratives in 140 Characters or Less: The Case of Gun Policy Organizations." *Policy Studies Journal* 44(4): 373-395.

### **Week 12: Legislative Politics & Parties**

Lebo, Matthew J., Adam J. McGlynn, and Gregory Koger. 2007. "Strategic Party Government: Party Influence in Congress, 1789-2000." *American Journal of Political Science* 51(3): 464-481.

Cox, Gary, and Mathew McCubbins. 2005. *Setting the Agenda*. Cambridge, MA: Cambridge University Press. Chapters 1, 2, & 11.

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

### Week 13: Judicial Politics

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

Casillas, Christopher J., Peter K. Enns, and Patrick C. Wohlfarth. 2011. "How Public Opinion Constrains the U.S. Supreme Court." *American Journal of Political Science* 55(1): 74-88.

Giles, Micheal W., Bethany Blackstone, and Richard L. Vining, Jr. 2008. "The Supreme Court in American Democracy: Unraveling the Linkages between Public Opinion and Judicial Decision-Making." *Journal of Politics* 70: 293-306.

Bartels, Brandon L., and Christopher D. Johnston. 2013. "On the Ideological Foundations of Supreme Court Legitimacy in the American Public." *American Journal of Political Science* 57(1): 184-99.

### Week 14: Presidential Politics

Baum, Matthew A., and Samuel Kernell. 1999. "Has Cable Ended the Golden Age of Presidential Television?" *American Political Science Review* 93(2): 99-114.

Edwards, George C., and B. Dan Wood. 1999. "Who Influences Whom? The President, Congress, and the Media." *American Political Science Review* 93(2): 327-344.

Canes-Wrone, Brandice, William G. Howell, and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis." *Journal of Politics* 70(1):1-16.

Wood, B. Dan. 2009. "Presidential Saber Rattling and the Economy." *American Journal of Political Science* 53(3): 695-709.

### Week 15: Democracy for Realists

Achen, Christopher H., and Larry M. Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton, NJ: Princeton University Press. Chapters 8-11.

## Course Policies

**Title IX/Clery Act Notification:** Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the **Sexual Misconduct Resource Guide**.

**Academic Integrity:** Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, see the **Code of Student Rights and Responsibilities**.

**Disabilities Accommodation:** The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938) for verification of eligibility and determination of specific accommodations. For more information, visit the **Disability Resource Center**.

**Religious Observation Policy:** Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who need to alter a quiz/exam deadline due to religious observations must, however, bring the matter to the attention of the instructor during the first week of the semester.

**Final Caveat:** While this course has been devised carefully, the instructor does reserve the right to amend the assignments or schedule as presented above.