

Foundations of Political Analysis

POL 601

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Class meets: W/F, 11:40-1 pm, HRN 313

Office hours: W/F, 2-4 pm, or by apt., HRN 213

1 Course Description

One of the core courses for the MA in Political Science, Foundations of Political Analysis introduces students to two major fields of inquiry: social science research design and applied areas in American politics. The first part of the course will introduce students to the enterprise of social scientific research, acquainting them with its history and major questions. The next part of the course will apply these concepts to concrete political questions with a focus on the American political context. Students will both gain knowledge of seminal research on major political questions as well as engaging in methodological debates about how to answer these questions. Students will apply these questions through a book review/presentation during the semester, a reading presentation, discussion questions, and a final research critique.

2 Student Learning Outcomes

This course will further the learning outcomes for MA students in Political Science in the following ways:

1. Through course readings and discussions, students learn to identify and apply methodology, design and analysis for a problem and understand ethical components of research choices.
2. Through course readings, discussions, and written assignments, students will learn to apply political science knowledge to contemporary issues and problems and identify and evaluate alternative political science-based solutions.

3. Students may draw on course material to formulate, propose and advocate political science-based solutions to contemporary political issues and problems.
4. Course readings and assignments will provide students with introductory skills to conduct and communicate independent, professional-level investigations into sub-disciplinary problems and contribute to knowledge base.

Course Policies

The following is a summary. More detailed explanation of policies are below.

Students are expected to:

- Come to every class prepared to actively discuss and engage in the readings and participate in discussions.
- Turn in assignments on time.
- Check email and read the Canvas site frequently.

In return, you can expect that I will:

- Foster an atmosphere where discussion-based learning can occur.
- Show an interest in your learning, and respect your opinions.
- Give timely feedback on your work.
- Check email and read the Canvas site frequently.

2.1 Absences

The Student Handbook states, “Every student is expected to attend every class session for which the student is duly registered.” (Part VII, Section 01.701).

- Absences: The University recognizes a limited number of reasons for absences. These include things like illness, athletic events, serious family emergencies, jury duty, pregnancy, military service, etc. In accordance with University policy (Part VII, Section 01.701.B), students must give written notice to the instructor within the first two weeks of class of a religious observance, participation in athletic events, or other academic-related group activities that prohibit class attendance.
- Turning in assignments: Exceptions to deadlines may be made for illness or serious emergencies at the discretion of the professor. In all other circumstances, students are responsible for readings and assignments on their due date even if that student misses class.

- Inclement weather/snow: In the event of inclement weather preventing me from reaching campus, we will hold our class sessions online via Canvas. I will make slides and a lecture available, and will enable discussion via chatroom. Each student will be required to post at least one substantive comment in the class chatroom on these days. This will not impact assignment due dates.

2.2 Academic Dishonesty

Cheating, plagiarism, and any form of academic dishonesty in any portion of the academic work for a course will not be tolerated and shall be grounds for awarding a grade of Withdrawal Academic Dishonesty (W(AD)) for the entire course. A W(AD) is calculated as an F in your grade point average.

Assignment Due Dates

All written assignments must be turned in at the time specified. Late assignments will not be accepted, even if the assignment is turned in one minute past the deadline.

Classroom Conduct

- Cellular Phones: My expectation is that you will turn your phone off and place it in a bag or otherwise out of view during class time.
- Laptop computers/tablets: My expectation is that you will not bring these to class, or will keep them in a bag. If you will need computers for a class activity, I will let you know in advance.
- Engagement and Civility: My expectation is that students will be highly engaged and active in our learning environment. While politics is at times a contentious and controversial subject, I expect students to maintain the highest level of civility and respect to one another and to the professor in the class regardless of differences of opinions.

Emails

- You are responsible for reading and following any instructions I send via email/Canvas.
- You are encouraged to email with questions, but follow this checklist first:
 - If your question can be answered by the syllabus, a classmate, the university's resources (IT, library, etc.), or google, do not email me until you have exhausted other options. Otherwise, I may not respond.
 - Only email me with reasonable and appropriate requests. E.g. a request for a recommendation with adequate time is reasonable; a request to print your paper is not.

- Although I attempt to respond quickly, please allow at least two business days for response.
- Be professional and courteous in your emails. Address me by my correct title (Dr. Blum or Professor Blum), use complete sentences, and keep your request clear and concise.

Grades

Grading System

- A range (90-100): Achievement that is outstanding relative to the level necessary to meet course requirements.
- B range (80-89): Achievement that is significantly above the level necessary to meet course requirements.
- C range (70-79): Achievement that meets course requirements in every respect.
- D range (60-69): Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F (0-59): Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed.

Any grading disputes must be made in writing within 48 hours of receiving the grade.

3 Graded Components

- Class participation: 10%
- Discussion questions: 15%
- Reading presentations: 15%
- Book review: 20%
- Critique presentation: 10%
- Written critique: 30%

Class Participation: 10%

This includes attendance, participation in class discussions, and participation in office hours. A combination of these factors will determine this final component of your participation grade.

Discussion questions: 15%

In order to contribute to class, it's important to keep up with the assigned reading. All reading assignments are to be completed before class on the dates listed. This will enable you to be familiar with the new concepts, prepared to ask questions, and participate in class. Each student will be expected to post 1-2 thoughtful questions on the Canvas discussion board prior to each class session.

Reading presentations: 15%

Students will alternate taking the lead for each week's discussion. Doing so will involve providing a brief summary of the core issues in that week's readings and then setting out several topics for discussion. At the beginning of the course, each student will choose two sets of readings from the list I provide to summarize for the class. The average of these grades will make up your reading presentation grade.

Book review (20%)

I provide suggestions for additional reading after most units in this course. These are suggested further readings for that topic. As soon as you can, I recommend settling on a topic for your critique (I'll explain more in class and on Canvas), and choosing a book that you think would be helpful for that. You will write a two-page summary of the book's argument (instructions on Canvas) and briefly present it to the class. Books not on this list will be allowed at my discretion.

Critique presentation (10%)

A few weeks before your major project (the written critiques) are due, we will devote two class periods to student presentations. This will ensure that you develop your argument thoroughly, give you all the opportunity to provide each other with feedback, and give you practice in scholarly presentations.

Written critique (30%)

The main assignment of the course is your written critique. I recommend that you choose a topic and begin working towards it as early as possible. We will not yet have acquired the tools to conduct original research, but we will have developed the tools to analyze existing research. Your critique can be on any topic covered in the course (or beyond, with my approval), and will consist in you stating a research question you think has not been fully answered, summarizing and analyzing key literature on that question, and offering suggestions for future directions. More instructions will be posted on Canvas. The critique will be due the last day of class.

4 Schedule

- *All readings should be completed by the assigned date.*
- *All readings are on Canvas unless otherwise indicated.*
- *As we go through the semester, occasional changes to the schedule may be necessary. I will both discuss these in class and publish these on Canvas in advance.*

August 30: Online assignment: NO CLASS (I'll be at a conference)

Following instructions posted on canvas, write a blog post on the canvas discussion board.

September 1: NO CLASS. I'll still be at the conference. Happy Labor Day!

Module 1: The Social Scientific Enterprise and Political Science

September 6: What is social science?

- Kuhn Ch 1-2
- Durkheim
- Geertz

September 8: Can social science be neutral?

- Weber
- Taylor

September 13: Is political science a 'science'?

- Bond, Jon R. "The Scientification of the Study of Politics: Some Observations on the Behavioral Evolution in Political Science."
- King, Gary. 1990. "On Political Methodology."

September 15: Dominant approaches in political science

- David Easton, 1969. "The New Revolution in Political Science."
- Hall, Peter, and Rosemary C.R. Taylor. 1996. "Political Science and the Three New Institutionalisms."
- Grimmer, Justin. 2015. "We Are All Social Scientists Now: How Big Data, Machine Learning, and Causal Inference Work Together."
- Chong. "Rational Lives." (skim for main argument)

September 20: How to read empirical work

- Amelia Hoover Green. "How to Read Political Science."
- Stanley Rothman, Robert Lichter, and Neil Nevitte. "Politics and Professional Advancement Among College Faculty."

Module 2: Study of Political Behavior

September 22: Beginning of behavior

- Bartels, Larry M. 2010. “The Study of Electoral Behavior.”
- Berelson, Benard R., Paul F. Lazarsfeld, and William N. McPhee. *Voting: A Study of Opinion Formation in a Presidential Campaign*. Introduction, Chapters 3-7, 11, 13.

September 27: American Voter

- Converse, Angus, Philip E. Converse, Warren E. Miller, and Donald E. Stokes. 1960. *The American Voter*. Chapters 6-8, 10.
- Miller, Warren E. and J. Merril Shanks. 1996. *The New American Voter*. Chapter 7.

September 29: Party identification

- John Alford, Carolyn Funk, and John Hibbing. “Are Political Orientations Genetically Transmitted?”
- Response to Alford, Funk, and Hibbing: Evan Charney. “Genes and Ideologies.”
- M. Kent Jennings and Richard Niemi. “The Transmission of Political Values from Parent to Child.”
- Gerber, Alan S., Gregory Huber, and Ebonya Washington. 2010. “Party Affiliation, Partisanship, and Political Beliefs: A Field Experiment.”
- Taber, Charles S., and Milton Lodge. “Motivated skepticism in the evaluation of political beliefs.”

Additional Reading

Sinclair, Betsy. 2012. *The Social Citizen*. Chicago: University of Chicago Press.

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

Sniderman, Paul M. and Edward H. Stiglitz. 2012. *The Reputational Premium: A Theory of Party Identification and Policy Reasoning*.

Green, Donald, Bradley Palmquist, and Eric Schickler. 2004. *Partisan Hearts and Minds: Political Parties and the Social Identities of Voters*. Yale University Press.

October 4: NO CLASS (I’m having surgery)

Online assignment: post three paper topic ideas on Canvas discussion board, following instructions

October 6: NO CLASS (Recovering from surgery)

Online assignment: provide feedback on at least two classmate’s ideas on Canvas discussion board & Indicate topic for “your choice” class on December 8 on Canvas.

October 11: Ideology

- Bonica, Adam. “Mapping the Ideological Marketplace.”
- Abramowitz, Alan I., and Kyle L. Saunders. “Ideological Realignment in the U.S. Electorate.”
- Ansolabehere, Stephen, Jonathan Rodden, and James M. Snyder. “Purple America.”
- Jacoby, William G. “Is There a Culture War? Conflicting Value Structures in American Public Opinion.”

Additional Reading

Noel, Hans. 2014. *Political Ideologies and Political Parties in America*. New York: Cambridge University Press.

Lee, Frances. 2009. *Beyond Ideology: Politics, Principles, and Partisanship in the U. S. Senate*. Chicago: University of Chicago Press.

October 13: NO CLASS: Fall Break!

October 18: Polarization

- Abramowitz, Alan I., Brad Alexander, and Matthew Gunning. “Incumbency, Redistricting, and the Decline of Competition in U.S. House Elections.”
- Druckman, James N., Erik Peterson, and Rune Slothuus. “How Elite Partisan Polarization Affects Public Opinion Formation.”
- Fiorina, Morris P., and Samuel J. Abrams. “Political Polarization in the American Public.”

Additional Reading

Fiorina, Morris. 2004. *Culture War? The Myth of a Polarized America*.

Sides, John and Daniel Hopkins, eds. 2015. *Political Polarization in American Politics*. Bloomsbury Academic.

Grossman, Matt and David Hopkins. 2016. *Asymmetric Politics: Ideological Republicans and Group Interest Democrats*. Oxford University Press.

October 20: Turnout

- Aldrich, John H. “Rational Choice and Turnout.”
- Schuessler, Alexander A. Excerpts from *A Logic of Expressive Choice*.
- Wolfinger, Raymond and Steven J. Rosenstone. 1980. Excerpts from *Who Votes?*

October 25: Participation

- Rosenstone, Steven, and John M. Hansen. 1993. Excerpts from *Mobilization, participation and democracy in America*.

- Gerber, Alan S., and Donald P. Green. “The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment.”
- Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. “Social pressure and vote turnout: Evidence from a large-scale field experiment.”

Additional Reading (For Turnout and Participation)

Rolfe, Meredith. 2013. *Voter Turnout: A Social Theory of Political Participation*. Reprint edition. Cambridge: Cambridge University Press.

Fiorina, Morris P. 1981. *Retrospective Voting in American National Elections*. New Haven: Yale UP

Verba, Sydney, Kay Scholzman, and Henry Brady. 1995. *Voice and Equality*.

Putnam, Robert D. 2000. *Bowling Alone*.

Skocpol, Theda. 2004. *Diminished Democracy: From Membership to Management in American Civic Life*. University of Oklahoma Press.

October 27: Representation

- Anzia, Sarah F., and Christopher R. Berry. “The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?”
- Brockman, David E. “Distorted Communication, Unequal Representation: Constituents Communicate Less to Representatives Not of Their Race.”
- Mansbridge, Jane. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes.’”
- Merolla, Jennifer L., Abbylin H. Sellers, and Derek J. Fowler. “Descriptive Representation, Political Efficacy, and African Americans in the 2008 Presidential Election.”

Additional Reading

Bartels, Larry M. 2010. *Unequal Democracy: The Political Economy of the New Gilded Age*. New York; Princeton: Princeton University Press.

Dahl, Robert A., and Douglas W. Rae. 2005. *Who Governs?: Democracy and Power in an American City*, Second Edition. 2 edition. New Haven, CT: Yale University Press.

Cannon, David. 1999. *Race and Representation in Congress*. Chicago: University of Chicago Press.

Swers, Michelle. 2002. *The Difference Women Make*. University of Chicago Press

November 1: Campaign effects

- Gerber, Alan S., James G. Gimpel, Donald P. Green, and Daron R. Shaw. “How large and long-lasting are the persuasive effects of televised campaign ads? Results from a randomized field experiment.”
- Hillygus, D. Sunshine, and Simon Jackman. “Voter decision making in election 2000: Campaign effects, partisan activation, and the Clinton legacy.”

Additional Reading

Ladd, Jonathan. 2011. *Why Americans Hate the Media and How It Matters*. Princeton University Press.

Johnston, Richard, Michael Hagen, and Kathleen Hall Jamieson. 2004. *The 2000 presidential election and the foundations of party politics*. Cambridge University Press.

Sides, John, and Lynn Vavreck. 2013. *The Gamble: Choice and Chance in the 2012 Presidential Election*. Princeton University Press.

November 3: Political Parties

- Gregory Koger, Seth Masket, and Hans Noel. “Partisan Webs: Information Exchange in Party Networks.”
- Bawn, Kathleen. “A Theory of Parties.”
- Sides, John. “The Origins of Campaign Agendas.”

Additional Reading

Cohen et. al. 2008. *The Party Decides: Presidential Nominations Before and After Reform*. University of Chicago Press.

Rosenblum, Nancy. 2008. *On the Side of Angels*. Princeton University Press.

Muirhead, Russell. 2014. *The Promise of Party in a Polarized Age*. Harvard University Press.

Module 3: Study of Political Institutions

November 8: Congress

- Canes-Wrone, Brandice, and Kenneth W. Shotts. “The Conditional Nature of Presidential Responsiveness to Public Opinion.”
- Ansolabehere, Stephen, and Philip Edward Jones. “Constituents? Responses to Congressional Roll-Call Voting.”
- Krehbiel, Keith. 1993. “Where’s the Party?”
- Theriault, Sean M., and David W. Rohde. 2011. “The Gingrich Senators and Party Polarization in the U.S. Senate.”

Additional reading

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

Fiorina, Morris. 1989. *Congress: Keystone to the Washington Establishment*. 2nd ed. New Have: Yale University Press.

Kingdon, John W. 1989. *Congressmen’s Voting Decisions*. 3rd ed. Ann Arbor: University of Michigan Press.

Koger, Gregory. 2010. *Filibustering: A Political History of Obstruction in the House and*

Senate. Chicago: University of Chicago Press.

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

Krehbiel, Keith. 1998. *Pivotal Politics: A Theory of U.S. Lawmaking*. Chicago: University of Chicago Press.

Koger and Lebo. 2017. *Strategic Party Government: Why Winning Trumps Ideology*. University of Chicago Press.

Mayhew, David R. 1991. *Divided We Govern: Party Control, Lawmaking, and Investigations. 1946-1990*.

Rohde, David. 1991. *Parties and Leaders in the Postreform House*. University of Chicago Press.

Sinclair, Barbara. 1997. *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*. C.Q. Press.

November 10: President

- Michael Bailey, Lee Sigelman, and Clyde Wilcox. “Presidential Persuasion on an ‘Easy’ Issue: A Two-Way Street?”
- Kelley, Christopher S., and Bryan W. Marshall. 2009. “Assessing Presidential Power: Signing Statements and Veto Threats as Coordinated Strategies.”
- Moe, Terry M., and William G. Howell. 1999. “Unilateral Action and Presidential Power: A Theory.”

Additional Reading

Howell, William G. 2003. *Power without Persuasion: The Politics of Direct Presidential Action*. Princeton, N.J: Princeton University Press.

Cameron, Charles M. 2000. *Veto Bargaining and the Politics of Negative Power*. Cambridge University Press.

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

Miller, Gary. 1992. *Managerial Dilemmas: The Political Economy of Hierarchy*. New York: Cambridge University Press.

Neustadt, Richard E. 1990. *Presidential Power and the Modern Presidents*. Simon and Schuster.

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

Azari, Julia. 2014. *Delivering the People’s Message: The Changing Politics of the Presidential Mandate*. Cornell University Press.

November 15: Class presentations

November 17: Class presentations

THANKSGIVING BREAK

November 29: Judiciary

- Bartels, Brandon L. “The Constraining Capacity of Legal Doctrine on the U.S. Supreme Court.”
- Moraski, Bryon J., and Charles R. Shipan. “The Politics of Supreme Court Nominations: A Theory of Institutional Constraints and Choices.”
- Nicholson, Stephen P., and Thomas G. Hansford. “Partisans in Robes: Party Cues and Public Acceptance of Supreme Court Decisions.”
- Segal, Jeffrey A., and Harold J. Spaeth. “The Influence of Stare Decisis on the Votes of United States Supreme Court Justices.”

Additional Reading

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

Lawrence Baum. 2007. *Judges and Their Audiences: A Perspective on Judicial Behavior*. Princeton University Press.

Cornell Clayton and Howard Gillman, eds. 1999. *Supreme Court Decision Making: New Institutional Approaches*. University of Chicago Press.

Gerald Rosenberg. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* University of Chicago Press.

Jeffrey Segal and Harold Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge University Press.

Keith Whittington. 2007. *Political Foundations of Judicial Supremacy: The Presidency, The Supreme Court, and Constitutional Leadership in U.S. History*. Princeton University Press.

December 1: Lobbying

- Carpenter, Daniel P., Kevin M. Esterling, and David M. J. Lazer. “Friends, Brokers, and Transitivity: Who Informs Whom in Washington Politics?”
- Koger and Victor. 2016. “Financing friends: How lobbyists create a web of relationships among members of Congress.”
- Hall, Richard L., and Alan V. Deardorff. “Lobbying as Legislative Subsidy.”
- Hall, Richard L., and Frank W. Wayman. “Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees.”

Additional Reading

Baumgartner, Frank R. and Beth L. Leech. 1998. *Basic Interests: The Importance of Groups in Politics and Political Science*. Princeton University Press.

Olson, Mancur. (1971) [1965]. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press.

Hansen, John Mark. 1991. *Gaining Access: Congress and the Farm Lobby, 1919-1981*.

Chicago: University of Chicago Press.

December 6: Social movements

- Kenneth D. Wald and Clyde Wilcox. “Getting Religion: Has Political Science Rediscovered the Faith Factor?”
- Guth, Green, Kellstedt, and Smidt. “Faith and the Environment.”
- Blum, excerpts from draft *Inside Job: The Tea Party Takeover of the Republican Party*.

Additional Reading (Many more here depending what movement you are interested in)

McAdam, Doug. 2010. *Political process and the development of black insurgency, 1930-1970*.

University of Chicago Press.

Campbell, Dave and Robert Putnam. *American Grace*.

Lassiter. *The Silent Majority*

December 8: Topic of your choice

Final Critique Due at class time.