

**American Political Systems**  
**Political Science 1150-02**  
**Spring 2024**

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Office/Student Question Hours: [Book Appointment Online](#)

Class time: MWF 11:00am – 11:50am

Class Location: Ritter 327

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**About this Course**

This class is an introductory survey course in the political science American Politics subfield. By the end of this course, you should be familiar with some fundamental debates and works within American political science research. The first half of this class focuses on political institutions. Here, we will study how political elites act to achieve their goals within the American political system. The second half of the class focuses on political behavior. Here, we will focus on how voters develop and act upon their political opinions. Theories of politics and political behavior can help us interpret and explain contemporary politics, so we will keep a collective eye on events in Washington throughout the course.

**Catalog Course Description**

This course will provide you with an overview of the literature and theoretical concepts associated with political science as it relates to American politics. The intent is to provide you with a sample of key findings in the literature, as well as help you develop critical skills for evaluating research.

**Learning Objectives**

1. To understand the theoretical underpinnings of research focusing on institutional aspects of the United States government, with a focus on legislative, executive, and judicial institutions.
2. To understand the theoretical underpinnings of research focusing on political behavior, focusing on public opinion, partisanship, and elections.
3. Students will acquire conceptual tools to analyze and understand their social world.
4. Students will become aware of various methodological approaches used by social scientists.

**University Core: Ways of Thinking: Social and Behavioral Sciences**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Social and Behavioral Sciences is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

**University Core Student Learning Outcomes**

The Core SLO(s) that this component is intentionally designed to advance are:

- SLO 2: Integrate knowledge from multiple disciplines to address complex questions
- SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:

### **Component-level Student Learning Outcomes**

Students who complete this course will be able to:

- Understand a range of social or behavioral theories and principles
- Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes
- Describe competing paradigms of knowledge (from the dominant discipline or field)
- Draw reasoned conclusions through the use of evidence and theories
- Apply social and behavioral knowledge to better understand contemporary issues and challenges

## **Course Requirements**

### **Assignments and Quizzes:**

To review material from readings and lectures, there will be quizzes and homework assignments throughout the semester.

- **Assignments:** There will be at least four assignments in this course that will focus on learning the spatial model, provide practice for short answer questions on the midterm/final, and learning how to read an empirical political science article. Assignments will be completed on Canvas and due by 11:00am on the due date.
- **Reading Quizzes:** There are two types of Reading Quizzes in this course.
  - **Canvas Reading Quizzes:** For each Topic (excluding Topic 2), students will complete a 4 – 6 question reading quiz. Quizzes will be conducted on Canvas, and students will be notified in class of their due date, which typically will be the due date of the last assigned reading from a topic. For example, the Sarah Binder reading is the last reading for Topic 3; if this reading is due on January 26, the reading quiz will close on January 26. Students will be able to retake each canvas reading quiz once to improve their scores. The average of the two scores will be the final score.
  - **Dice Reading Quizzes:** For seven of twelve topics, one reading is designated as “dice” reading. Students will more extensively discuss dice readings in small groups and/or as a class. The syllabus lays out “Dice Discussion Questions” for each of these readings to help students better prepare for these discussions. To encourage all students to review these questions, there will potentially be a “pop quiz” about the reading before class discussion. Students who are prepared to answer the dice discussion questions should do well on the quiz. A student will roll a dice to determine whether there will be a quiz for the class. If the student rolls a:
    - 1 or 2: Students will discuss the reading as a class
    - 3 or 4: Students will break into small groups to discuss the reading, followed by a class discussion
    - 5 or 6: Students will take a short quiz, followed by a class discussion
- **Review Quizzes:** For every two to three topics, there will be a 10 - 20 question “Review Quiz.” Quizzes will be conducted on Canvas, and students will be notified of the due dates in class. Material on the quizzes will draw from both readings and lectures. “Review Quizzes” will have a 20-minute time limit from the time the quiz is opened, and students will only be able to take each “Topic Review Quiz” once.

### Tests:

This course will have a midterm and a final exam. The midterm exam is on **Wednesday, March 6**, and you will be notified by February 21 of the Course Topics you will be responsible for on the exam. The final exam will be cumulative and take place on **Monday, May 13 at 8am**. Exam questions will be multiple-choice, short answer, and essay-based. If scheduling permits, there will be an out-of-class review session prior to the midterm and final exams.

### Papers:

There will be two main written assignments in this course. They will require you to review and critique a debate concerning Presidential powers. The first paper will be 4 – 5 pages and due **Monday, February 19**. The second paper will be 5 – 6 pages and due **Monday, April 15**. You will receive more details about the assignments at least three weeks before the papers are due.

### Attendance

Students are expected to attend lectures, complete the readings, and contribute to class discussions. Attendance will be taken in each class and is part of the course grade. Each student is permitted two unexcused absences. Due to public health safety, if a student needs to miss class for a health reason, the absence will be excused if the student emails Professor Rogers within 36 hours of the missed class period. If a student is absent for three or more consecutive classes due to health reasons, excused absences will require documentation of the health reasons (e.g., from University Health Services). If unable to attend a lecture, Professor Rogers will make an honest effort to post recorded lectures to Canvas. It, however, will not be assured that all lecture material will be recorded (e.g., due to technical difficulties). Regardless of attendance, all students will be responsible for all material covered in lecture.

### Grades

Your grade for this course will consist of the following components and relative weights:

Item	Overall Course Grade Weight	Due Date
Assignments	7%	Throughout Semester
Attendance	5%	Throughout Semester
Reading Quizzes	5%	Throughout Semester
Review Quizzes	12%	Throughout Semester
Midterm	13%	<b>March 6</b>
Final Exam	25%	<b>May 13</b>
Paper 1	13%	<b>February 19</b>
Paper 2	20%	<b>April 15</b>

There will be no make-up tests or deadline extensions given in this course. Exemptions will only be made with written (e.g., email) prior consent for planned events such as sponsored SLU activities, religious observances, or under unusual circumstances such as a documented medical emergency. It is the student's responsibility to request and obtain this consent. Late papers and assignments will be marked down 10% for each day after the due date, and there will be no extensions for Reading or Review Quizzes. There will be no assignments designated purely as "extra credit."

When determining the final grade, the following grading scale will be used. Professor Rogers will round final grades. Depending on the distribution of grades, Professor Rogers reserves the right to impose curves to assignments and final grades.

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

### Key Dates

Due to the university calendar, we will not hold class on the following days:

**February 9: Wellness Day**  
**March 11 - 15: Spring Break**  
**March 28 – 1: Easter Break**

Due to Professor Rogers attending a conference, class will not be held on **Friday, April 5.**

### Course Evaluations

Students are requested to fill out a course evaluation at the end of the course.

### Required Texts

The following texts should be available from the University Bookstore or online retailers. Other readings will be made available via Canvas.

Kollman, Ken. 2022. *Readings in American Politics: Analysis and Perspectives*. New York, NY. W.W. Norton Company. Sixth Edition. ISBN: 978-0393441697

Neustadt, Richard. 1991. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. New York, NY. The Free Press. ISBN: 9780029227961

Using the 5<sup>th</sup> Edition of *Readings in American Politics* instead of the 6<sup>th</sup> Edition is acceptable for this course.

This class will briefly review some of the formal procedures of how the American government works (e.g., steps in how a bill becomes a law). It is assumed that students have a basic understanding of these processes from POLS 1100, AP American Government, or a strong high school civics class. If you are less familiar with how the American government works, the following book provides excellent explanations of many key concepts in the course. The course outline specifies suggested Chapters or sections to read for each topic.

Kernell, Samuel, Gary C. Jacobson, Thad Kousser, and Lynn Vavreck. *The Logic of American Politics*. 7<sup>th</sup> Edition. ISBN: 9781483319841

## Course Outline

The following listing of topics outlines the subjects we will cover in class and the reading assignments for each topic. This tentative outline aims to give you an overview of the course. Professor Rogers will notify you throughout the semester when you will be responsible for specific readings in class and on the Canvas calendar. Professor Rogers reserves the right to make changes to the syllabus as the semester progresses. You are responsible for any of the changes to the assigned readings. Readings on the syllabus designated as Kollman will be in the Kollman text, and all other readings will be available on Canvas. If you have trouble accessing any of the online pieces or the Canvas calendar is not updated, **please let Professor Rogers know as soon as possible.**

### Topic 1: The Constitution

- ❖ Learning Objectives
  - Students will be able to identify
    - Reasons why the colonists sought independence and how these shaped the Articles of Confederation and the Constitution
    - Shortcomings of the Articles of Confederation
    - Key arguments of the Federalists and Anti-Federalists
    - Differences between the Virginia, New Jersey, and Connecticut plans
- ❖ Readings
  - The U.S. Constitution
  - Federalist Papers 10 & 51
  - Kollman 2.1: Brutus. “The Anti-Federalist” [9 pages]
  - Kollman 2.2: Dahl, Robert. “How Democratic is the American Constitution?” [5 pages]
  - **Suggested Reading:**
    - Kollman 3.1: Riker, William. “Federalism: Origin, Operation, Significance.”
  - **Suggested Podcast**
    - [Is Democracy Declining in the United States?](#) – Jacob Grumbach [1:00]
- ❖ Questions to consider while reading:
  - How are the arguments presented in the Federalist Papers a response to the colonists’ experiences under monarchical and aristocratic rule? [Federalist Papers]
  - Does Madison advocate for a more “democratic” or “republican” form of government? Why? [Federalist Papers; Brutus; Dahl]
  - How powerful are states under the U.S. Constitution? [US Constitution]
- ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 2 (Focus on pages 53 – 64; 69 -76)
  - Chapter 3 (Focus on pages 85 – 92)

### Topic 2: Introduction to the Spatial Model

- ❖ Learning Objectives
  - Students will be able to predict a policy outcome in a spatial model that includes the following actors: the President, veto override pivot, median member of the U.S. House, and Senate Filibuster pivot in a discrete policy space.
- ❖ Readings
  - Smith, Steven. “Spatial Theory”
    - *Skim the Multidimensional Spaces and the Chaos Theorem, Agenda Setting, Structure-Induced Equilibria, and Political Power, and Agency Decisions sections when reading.*

## Topic 3: Congress

### ❖ Learning Objectives

- Students will be able to
  - Understand key rules and procedures that influence how a bill becomes a law, such as the previous question motion, open and closed rules, the filibuster, and presidential vetoes.
  - Recognize the importance of Members' of Congress goals and how Members achieve these goals.
  - Explain what collective action problems, public goods, and negative agenda power are and how political parties help solve collective action problems in Congress.
  - Identify the differences between Cartel Theory, Conditional Party Government, and Pivotal Politics.

### ❖ Readings

- Fenno, Richard. *Congressmen in Committees* pp. Prologue & Ch. 1. (1973). [19 pages]
- Kollman 5.1: Mayhew, David. "The Electoral Connection" [13 pages]
- Kollman 12.1: Aldrich, John. "Why Parties? A Second Look" [16 pages]
- Binder, Sarah. "Presidential and Congressional Rivalry in an Era of Polarization" in *Rivals for Power* [17 pages]
- **Suggested Readings:**
  - Kollman 1.1: Olson, Mancur. "The Logic of Collective Action: Public Goods and the Theory of Groups"
  - Kollman 5.2: Cox, Gary. And Mathew D. McCubbins. "Setting the Agenda: Responsible Party Government in the U.S. House of Representatives"
  - Aldrich, John H. and David Rhode. "Congressional Committees in a Continuing Partisan Era." in Kernell (Section 6.3)
- **Suggested Podcast**
  - [Pirates of the Senate](#) – Sarah Binder and Greg Warwo [52 minutes]

### ❖ Questions to consider while reading:

- What are the goals of Members of Congress? [Fenno]
- How do political parties help Members of Congress achieve their goals and overcome collective action problems? [Aldrich]
- What are the three main approaches to studying political parties, as laid out by Aldrich? [Aldrich]
- How do the Conditional Party Government and Cartel Theory explanations for party influence differ?
  - *The suggested Cox & McCubbins and Aldrich & Rhode readings will be helpful for this question.*
- How does Mayhew measure legislative productivity? How does Binder measure legislative productivity? For what reasons does "deadlock" increase in Congress? [Binder]

### ❖ Dice Discussion Questions [Binder]

- What relationship are Binder and Mayhew interested in explaining?
- How did Mayhew measure the number of important laws that passed?
- How did Binder calculate the number of salient issues and laws? Why does she argue that his metric is important?
- How does Binder measure "deadlock" or "gridlock"?
- What factors contribute to stalemate, according to Binder? How have the importance of these factors changed over time?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 1 (Focus on p. 9 – 30, particularly on what a collective action problem is and the section on agenda control)
- Chapter 6 (Focus on p. 234 – 250; 255 – 269)
- Chapter 12 (Focus on p. 485 – 489)

## Topic 4: The Executive Branch

### ❖ Learning Objectives

- Students will be able to
  - Identify the similarities and differences between Neustadt, Kernell, and Canes-Wrone's arguments about how the President can most effectively use his/her informal powers.
  - Define and distinguish between a President's expressed, delegated, and inherent powers.
  - Describe why "uncertainty" is important for each of the "Sequential Veto Bargaining" and "Blame Game" explanations of vetoes.
  - Describe how the President can use executive orders to achieve legislative policy goals, as argued by William Howell.
  - Describe how presidential leadership is "episodic," according to Skowronek
  - Define a principal-agent relationship and asymmetric information
  - Identify the differences between police patrol and fire-alarm oversight

### ❖ Readings

- Kollman 6.2: Cameron, Charles. "Veto Bargaining: President and the Politics of Negative Power." [6 pages]
- McCarty, Nolan. "Where do vetoes come from?" *The Monkey Cage*. (2015) [3 pages]
- Skowronek, Stephen. "Presidential Leadership in Political Time." In Nelson [45 pages]
- Kollman 7.2: McCubbins, Matthew and Thomas Schwartz. "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms." [15 pages]
- **Suggested Reading:**
  - Kollman 6.1: Neustadt, Richard. "Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan." [9 pages]
  - Kollman 6.4: Howell, William G. "Power without Persuasion: The Politics of Direct Presidential Action." [14 pages]
  - Lewis, David. "The Politics of Presidential Appointments" in Kernell (Section 8.2)
- **Suggested Podcast:**
  - [Stephen Skowronek on the New Deal and Political Time](#) – Stephen Skowronek [1:11]

### ❖ Questions to consider while reading:

- What are the formal and informal sources of Presidential power? [Neustadt]
- Why would a President veto a bill he prefers to the status quo (the current policy)? [Cameron]
- Why would Congress pass a bill they know the President will veto? [McCarty]
- How is Presidential leadership a struggle between the individual and the system? [Skowronek]
- What is the difference between "police patrol" and "fire alarm" oversight? [McCubbins and Schwartz]

### ❖ Dice Discussion Questions [Skowronek]

- What are the three types of presidential regimes described by Skowronek?
- How do FDR, JFK/Johnson, and Carter exemplify these regimes?
- How is Presidential leadership a struggle between the individual and the system? Another way to think of this question is "how is presidential leadership episodic"?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 7 (focus on the powers of the presidency)

## Topic 5: Representation

### ❖ Learning Objectives

- Students will be able to
  - Define the concepts of “delegate representation” and “trustee representation.”
  - Explain how majority-minority districts promote descriptive representation but potentially inhibit substantive representation.
  - Explain why women are less likely to run for office, according to the Gendered Perceptions Hypothesis.
  - Explain the extent to which individuals of different races, genders, and classes are descriptively and substantively represented in the U.S. government.
  - Identify reasons why there is (and is not) polarization in the US Congress, according to Barber and McCarty.

### ❖ Readings

- Burke, Edmund. “Speech to the Electors of Bristol.” in Canon (Section 21). [5 pages]
- Kollman 13.3. Fox, Richard and Jennifer Lawless. “Gendered Perceptions and Political Candidacies: A Central Barrier to Women’s Equality in Electoral Politics.” [11 pages]
- Sides, John. “A new experiment shows how money buys access to Congress.” *The Monkey Cage* [4 pages]
- Barber, Michael, and Nolan McCarty “Causes and Consequences of Polarization” (2012). p. 19 – 30. [11 pages]
- **Suggested Readings:**
  - Zhou, Li. “[The paradox at the heart of the most diverse Congress ever](#)”
  - Miller, Warren E. and Donald Stokes. “Constituency Influence in Congress.” *The American Political Science Review*. 1963. [11 pages]
  - Volden, Wiseman, and Wittmer. How the record number of female lawmakers will – and won’t change Congress [4 pages]
  - Matthews, Dylan. “One study explains why it’s tough to pass liberal laws.”
  - Carnes, Nicholas. “Millionaires run our government. Here’s why it matters.” *The Monkey Cage* (2014) [4 pages]
  - Tate, Katherine, and Meghan Wilson. “Does Black Representation Matter?” [11 pages]
  - Swers, Michele L. and Stella Rouse “Descriptive Representation: Understanding the Impact of Identity on Substantive Representation of Group Interests”
- **Suggested Podcasts**
  - [Why Aren’t There More Women in Congress](#) – Lawless [32 minutes]
  - [What Everyone Needs to Know about Polarization](#) – Nolan McCarty [1:02]
  - [Rich Politicians and How You Can Run for Public Office](#) – Nicholas Carnes [38 minutes]

### ❖ Questions to consider while reading:

- What does it mean for a representative to be a delegate? What does it mean to be a trustee? [Burke]
- What evidence do we have that Members of Congress are delegates or trustees? [Miller and Stokes & Matthews in suggested readings]
- How well does the common citizen appear to be represented by interest groups or have access to their Members of Congress? [Sides]

### ❖ Dice Discussion Questions [Barber and McCarty]

- *When reading, skim sections that focus on differences between first and second dimensionality or dimensionality in general*
- How do Barber and McCarty measure polarization using DW-NOMINATE scores?
- When did polarization begin to increase in the United States Congress?
- What are the four external explanations for polarization Barber and McCarty that Barber and McCarty rule out as reasons for polarization? Why do Barber and McCarty rule out each of these explanations?
- For what reason do Barber and McCarty attribute the rise in polarization to?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 6 (Focus on p. 219 – 225; 231 – 234)



## Topic 6: The Judiciary

### ❖ Learning Objectives

- A student will be able to
  - Describe the main functions of District Courts, Courts of Appeals, and the US Supreme Court, along with the basic structure of the federal court system.
  - Explain the implications of *Marbury v. Madison*.
  - Identify differences between the legal, extralegal, and strategic models of decision-making.
  - Explain some of the strategies justices will partake in to achieve their policymaking goals, according to Epstein and Knight.
  - Identify differences between the dynamic and constrained views of the court and the reasons why the court is constrained, according to Rosenberg.

### ❖ Readings

- Kollman 8.4: George, Tracy and Lee Epstein. “On the Nature of Supreme Court Decision-making” [6 pages]
- Kollman 8.1: Rosenberg, Gerald. “The Hollow Hope: Can Courts Bring About Social Change.” [7 pages]
- **Suggested Readings:**
  - Cope, Kevin and Joshua Fischman. “It’s hard to find a federal judge more conservative than Brett Kavanaugh.” *The Monkey Cage*. 2016.
  - Epstein, Lee and Jack Knight. 1998 “The Choices Justices Make.” p. 9 – 18; Chapter 3 [63 pages]
  - Hamilton, Alexander. “Federalist 78.”
  - Kollman: 4.2: “Brown v. Board of Education.”
  - Kollman: 8.2: “Marbury v. Madison.”
- **Suggested Podcasts**
  - [The Supreme Court and Social Change](#) – Gerald Rosenberg

### ❖ Questions to consider while reading:

- What is the difference between the legal model and the extralegal (or attitudinal) model? [George and Epstein]
- What is the difference between the dynamic and constrained view of the court? [Rosenberg]
- Why is the court’s power constrained, according to Rosenberg (i.e., what are the three main reasons Rosenberg identifies)? [Rosenberg]
- What strategies do justices employ to achieve their goals? [Epstein and Knight, from suggested readings]

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 9 (Focus on p. 361 – 364; 371 - 379)

## Topic 7: Public Opinion & Political Knowledge

### ❖ Learning Objectives

- Students will be able to
  - Identify the differences in Key and Lippmann's perceptions of voter competence or abilities.
  - Describe the extent to which voters have ideologies or belief systems, according to Converse.
  - Define ideology and ideological constraint.
  - Identify and describe the axioms of Zaller's "Receive-Accept-Sample" model along with their implications.

### ❖ Readings

- Quealy, Kevin. "If Americans Can Find North Korea on a Map, They're More Likely to Prefer Diplomacy" [3 pages]
- Lippmann, Walter. 1925. "The Phantom Public" Excerpt. [4 pages]
- Key, V.O. "The Voice of the People: An Echo" from *The Responsible Electorate*. (Canon Section 47) [6 pages]
- Clawson and Oxley, Chapter 5. "Ideological Incongruence and Critiques." [8 pages]
  - *Focus on pages 133 - 141*
- Kollman 9.1: Zaller, John. "The Nature and Origins of Mass Opinion." [5 pages]
- **Suggested Readings:**
  - Dropp, Kyle. "The less Americans know about Ukraine's location, the more they want the U.S. to intervene."
- **Suggested Podcast:**
  - [What's Wrong with Democracy](#) – Larry Bartels [47 minutes]

### ❖ Questions to consider while reading:

- What does Lippmann mean when he says, "It is bad for a fat man to be a ballet dancer."? How does this compare with Key's conception of the electorate? [Lippmann, Key]
- According to Converse: [Converse]
  - To what extent are voters ideological?
  - What is ideological constraint?
  - Are individuals' opinions and attitudes stable?
- What does Zaller mean when he states individuals appear to make decisions off "the top of their head?" [Zaller]

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 10 (Focus on p. 399 – 414)

## Topic 8: Rational Choice

### ❖ Learning Objectives

- Students will be able to
  - Describe why it could be “irrational” to vote
  - Identify ways voters can act rationally despite not being fully informed
  - Define the concepts of a heuristic and expected party differential
  - Describe the difference between the “statistical” and “clinical” modes of information processing
  - Describe how Page and Shapiro’s argument differs from Converse’s

### ❖ Readings

- Lupia, Arthur and Mathew D. McCubbins. “The Democratic Dilemma: Can Citizens Learn What They Need to Know?” [13 pages], in the Kollman 5<sup>th</sup> edition, this is section 9.1
- Page and Shapiro, *The Rational Public* (1992). Chapter 1. [32 pages]
- **Suggested Readings:**
  - Downs, Anthony. *An Economic Theory of Democracy* (1957). Chapter 3. [24 pages]
  - Popkin, Sam. *The Reasoning Voter* (1994) p. 1-6, 72-81, 91-95. [19 pages]
- **Suggested Podcast**
  - [DIY Democracy](#) – Arthur Lupia

### ❖ Questions to consider while reading:

- Do voters need to be fully informed to make rational decisions? [Lupia]
- What is the “expected party differential,” and how is it used in voters’ electoral decision-making? [Downs in suggested readings]
- What are the two modes of information processing laid out by Popkin? [Popkin in suggested readings]
- What is the miracle of aggregation? [Page and Shapiro]

### ❖ Dice Discussion Questions [Page and Shapiro]

- Why does not knowing who the Supreme Court Chief Justice is or which countries were involved in the SALT treaties “not really provide unequivocal grounds for holding the American citizenry in contempt”?
- Why is “the measurement of collective public opinion largely free of the random error associated with individual attitudes”?
- How does the analysis presented in Table 1.5 differ from that of earlier studies (e.g., that done by Converse and individuals at the University of Michigan)? What point are Page and Shapiro trying to make with this table?
- How can fake news or propaganda potentially introduce bias into accurate measures of “collective public opinion”?
- While Page and Shapiro argue that public opinion is relatively stable, for what reasons do they acknowledge that it can change?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 10: 417 – 422
- Chapter 11: 454 - 458

## Topic 9: Partisanship & Polarization

- ❖ Learning Objectives
  - Students will be able to
    - Identify and describe the Columbia, Michigan, and Rochester schools of partisanship.
    - Explain what it means for an individual to be cross-pressured
    - Define the perceptual screen, the running tally, and affective polarization.
    - Describe the stages of “sorting” in regard to the topic of partisanship
- ❖ Readings
  - Hetherington, Mark. “Partisanship and Polarization” in Berinsky (Chapter 5) [17 pages]
  - Kollman 12.3. Mason, Lilliana “Uncivil Agreement: How Politics Became our Identity.” [12 pages]
  - **Suggested Readings:**
    - [Talking across the political aisle isn’t a cure-all – but it does help reduce hostility ~ The Conversation.](#)
    - Kollman 12.2: Campbell, Angus et al. “The American Voters: An Abridgment.”
    - Political Polarization in the American Public. *Pew Research Center 2014*
  - **Suggested Podcast**
    - [How Identity Politics Took Over the Republican Party – Lilliana Mason](#)
- ❖ Questions to consider while reading:
  - Hetherington
    - Consider how the view of the Michigan School of partisanship differs from the views of Morris Fiorina.
    - What is the perceptual screen?
    - What is sorting? Why are voters better sorted now?
  - Mason
    - Has anger towards the out, partisan group increased or decreased over time?
    - How are identities (and cross-cutting identities) important for Mason’s argument about partisanship and anger?
- ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 10: 408 – 410
  - Chapter 12: 514 - 525

## Topic 10: Electoral Behavior and Institutions

### ❖ Learning Objectives

- A student will be able to:
  - Explain how elections can be a solution to a moral hazard problem
  - Explain how elections can be a solution to an adverse selection problem
  - Identify the differences between retrospective and prospective voting and the implications of myopic voting for these theories.
  - Explain competing explanations for “Midterm Loss.”

### ❖ Readings

- Bartels, Larry. “Partisan Biases in Economic Accountability.” Chapter 3 in *Unequal Democracy* [30 pages]
- Kollman 10.2: Leighley, Jan and Jonathan Nagler. “Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States.” [6 pages]
- **Suggested Readings**
  - Sanders, Laura. 2010. “Home Team Wins May Influence Elections.” *Wired: Science News*. [3 pages]
- **Suggested Podcast**
  - [How we pick a president – David Karol](#)

### ❖ Dice Discussion Questions [Bartels]

- What does it mean for a voter to be myopic? How does a comparison of Figures 3.1 and 3.2 suggest that voters are myopic?
- In which years of Republican presidencies is there the most income growth? In which years of Democratic presidencies is there the most income growth?
- What are the implications for electoral accountability if voters are myopic?
- Focusing on results from Table 3.3, which set of voters appear to be least sensitive to election-year income growth (High, Middle, or Low-Income Voters)? How do the results of Table 3.3 differ from those in Table 3.4?
  - *You do not have to be able to interpret probit estimates to answer this question. You should be able to infer the difference from Bartels’ in-text discussion.*
- Which voters appear to be most sensitive to changes in campaign spending?
- How might election outcomes have been different in levels of campaign spending between candidates were more equal?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 11: 445-446

## Topic 11: Groups and Self-Interest

### ❖ Learning Objectives

- Students will be able to
  - Define minimal group theory, black utility heuristic, and linked fate.
  - Describe and identify the stages of social identity theory
  - Describe the evidence White provides to show the extent to which political behavior is shaped by “linked fate” or the “black utility heuristic” as compared to self-interest.
  - Understand why rural voters feel “resentment,” according to Kathy Cramer.

### ❖ Readings

- Kollman 9.3: Cramer, Katherine: “The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker. [27 pages]
- White, Ismail, Chryl Laird, and Troy Allen. “Selling Out?: The Politics of Navigating Conflicts between Racial Group Interest and Self-Interest.” *American Political Science Review*. 104(4): 783-800. [17 pages]
- **Suggested Readings:**
  - Dawson, Michael. “Not in Our Lifetimes: The Future of Black Politics.”
  - McCleod, Saul. “Social Identity Theory”
  - Kollman 10.1: Wong, Janelle. et al. “Asian American Political Participation: Emerging Constituents and Their Political Identities.”
  - Kollman 14.1: Abrajana, Marisa. “Campaigning to a New Electorate: Advertising to Latino Voters.” [This reading is section 14.2 in the Fifth Edition of Kollman]
- **Suggested Podcasts**
  - [Why are Blacks Democrats?](#) – Ismail White and Chryl Laird
  - [Katherine Cramer on Rural Consciousness and the Politics of Resentment](#) – Katherine Cramer

### ❖ Questions to Consider While Reading

- What are the three main elements of “rural consciousness”? [Kramer]

### ❖ Dice Discussion Questions [White, Laird, and Allen]:

- What does it mean for a member of a group to “sell out?”
- What is the “black utility heuristic?” What is “linked-fate?”
  - *If you are still uncertain of these concepts after reading the White article, look at the Johnson article from The Atlantic.*
- How does White, Laird, and Allen’s argument relate to that of Gerber, Green, and Larimer (2008)?
- Considering Experiment 1, how do White et al change the costs and benefits of donating to Obama in the 2012 election?
- What should we take away from Figure 3?
- Focusing on Figure 6, what evidence do White et al. provide that linked fate is important for explaining African-American’s donation behavior?
- How do the research designs of Experiments 2 and 3 differ from Experiment 1? Do their main findings change with these new designs? If you were conducting your own experiment, how would you change White et al.’s research design to better address the subjects of linked fate and self-interest?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 10: p. 434 - 439

## Topic 12: The Media

### ❖ Learning Objectives

- Students will be able to
  - Define priming and by-product learning
  - Provide evidence of priming effects, drawing from Iyengar and Kinder's research
  - Describe how one's media environment and preferences can shape levels of political knowledge

### ❖ Readings

- Iyengar, Shanto and Donald Kinder. "News that Matters." Chapters 2 – 3. 1987. [26 pages]
- **Suggested Reading**
  - Gilens, Martin. 1999. *Why Americans Hate Welfare*. Chapters 5 and 6
  - Prior, Markus. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout." In Canon section 46. [7 pages]
- **Suggested Podcast/Video**
  - [Journalism in the 21<sup>st</sup> Century](#) – Matthew Baum
  - [Are claims that social media polarizes us overblown?](#) – The Science of Politics

### ❖ Dice Discussion Questions [Iyengar and Kinder]:

- What was the difference between the sequential and assemblage experiments?
- Iyengar and Kinder acknowledge that experiments often lack external validity. External validity is the extent to which the findings from a study can be generalized to the real world. As discussed in Chapter 2, how do Iyengar and Kinder try to account for this in their research design?
- What is the agenda-setting hypothesis?
- Focusing on experiment 1 (see p. 17 – 19), how do Iyengar and Kinder test the agenda-setting hypothesis?
- What do the results in Tables 3.1 and 3.2 suggest?
- What do the results in Tables 3.3 and 3.4 suggest?
- How do Iyengar and Kinder test whether agenda-setting by the news media has persisting effects? What do they find?

### ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading

- Chapter 10: p. 415 - 417

## Topic 13: Public Policy: Taxes

- Scheve, Kenneth and David Stasavage. "Taxing the Rich: A History of Fiscal Fairness in the United States and Europe." [15 pages]
- Kollman 15.1: Mettler, Suzanne. "The Submerged State: How Invisible Government Policy Undermine American Democracy." [12 pages]
- "What if America Introduces a Wealth Tax?" *The Economist*

### ❖ Questions to consider while reading:

- What are the different types of arguments to establish "fairness" in taxation? [Scheve]
- What is the "submerged state?" [Mettler]

## University Services

### Student Success Center

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

### University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to [writing@slu.edu](mailto:writing@slu.edu).

### University Counseling Center Syllabus Statement

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after hours needs, please press #9 after dialing the clinic number.

### Wellness

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](#).

**If you or someone you know is experiencing a crisis:** please consult [the Crisis Support and Warning Signs on the University Counseling Center website](#).

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

### Basic Needs Security Syllabus Statement

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email [deanofstudents@slu.edu](mailto:deanofstudents@slu.edu), or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.



## University Policies

### Academic Integrity

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost’s Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

### Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

### Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU’s Title IX Coordinator that you shared an experience relating to Title IX.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU’s Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU’s policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.