

AMERICAN POLITICS GRADUATE SEMINAR (84-721 A)

Instructor: Dr. Jonathan Cervas - cervas@cmu.edu

Location: <https://cmu.zoom.us/my/cervas>

Time: Monday and Wednesday: 11:40-1:00 PM

Office Hours via ProMinute, and by appointment

(Instructions for ProMinute can be found here: <https://www.prominute.com/cmu>)

SCOPE AND PURPOSE:

- This course examines prominent classical and contemporary works in the two major subfields in American politics, political institutions and political behavior.
- This seminar will address topics such as Congress, presidency, bureaucracy, and courts, but also public opinion, elections, campaigns, political parties, and the importance of geography, wealth, ethnicity, gender, and religion in politics.
- There will be an emphasis on analyzing and appraising the theory, methodology, and contributions of the selected readings, and on discussing the complementarity.

COURSE OBJECTIVES:

- The purpose of this course is to introduce graduate students to major themes and some of the best scholarship from the political science literature. This course emphasizes breadth over depth.
- To facilitate discussion, it is important that you write as well as read and think in advance about how the readings address the overall topic for that session. I will infuse the course with empirical data in order to better examine theoretical questions and to situate the course during the 2020 election.
- The two most important skills that introductory graduate students need to master are the abilities to understand the development of literatures and the ability to write critically, succinctly, and objectively about these literatures. To this end, the main writing requirements for this course are papers that seek to help students develop these skills. These papers are not summaries or personal responses (thus, lines of thoughts and phrases such as "I really liked...", "My feelings on the matter..." etc. are irrelevant to these assignments).

IMPORTANT DATES:

- August 31 - First day of class
- October 28 - First Draft of op-ed due
- November 2 - Topic selection for area specialization paper due
- November 9 - Return draft to your classmate
- November 23 - Final Draft of op-ed due
- December 14 - Last Day of class, Area Specialization Paper due

COURSE REQUIREMENTS:

- 30% - Participation (In person attendance where applicable, or attending Zoom meetings)
- 20% - Weekly Reflections
- 20% - Op-ed/Editorial/Blog
- 30% - Area Specialization Paper

PARTICIPATION:

Because of the unusual circumstance in which we find ourselves, participation will be judged in a different way than simply showing up or being an active member of the class. Though it is important that you discuss the readings with your fellow students (who benefit from hearing how others interpret the literature), you'll also be expected to contribute to the overall knowledge of the group of students through some data exercises. Specifically, every week you'll be asked to provide a small set of data that we will collectively store and analyze regarding the 2020 election. These include presidential approval ratings, political polls, forecast predictions, economic indicators (like unemployment), and other such data. Your contributions will be defined during the first week of instruction.

Once per week you will be expected to outline for the class one of the assigned articles. You'll be expected to outline the main arguments of the paper, tell us a little about the method used (if it is empirical), and summarize the findings. You should be able to present briefly via zoom about 15-20 minutes.

We will choose articles on the Wednesday before, so that you have at least 5 days before needing to present. PowerPoints are not necessary, though you are welcome to use any additional presentation skills, including analyzing new data or sharing YouTube videos, PowerPoint and other visual aides, if applicable.

Everyone has an equal voice in this course. When you disagree, challenge or respond to the idea, not the person. Nobody has a monopoly on opinion or time, and I will do my best to allow each of you to speak your mind and adjust the course accordingly so that everyone gets value from their time. My main goal is to give you value, and I am open to changes that allow for that.

WRITING ASSIGNMENTS:

(1) Weekly Reflections: Though this is an individual assignment, each of your classmates will benefit from your work. Each week you will submit 2-4 paragraphs in which you summarize one of the readings (assigned on Wednesday the week before or earlier) and offer your own original critique. This may be simply an outline, or you may write in prose (Should not exceed 1 page, max). The purpose of this is to help you find the key insights from the readings, understand the empirical or intellectual contribution, and how it fits into the field more broadly. This is additionally helpful because it will allow for quick reference if you are writing a term paper on the subject. This is the equivalent of an annotated bibliography, but you can structure them in whatever way is most helpful for you. This is essentially the notes you take while you read. I'm not interested in grading for grammar or spelling. We will combine everyone's contribution in a shared, editable document, so each person has a summary of all articles assigned this quarter and can contribute additional insights.

(2) Op-ed/Editorial/Blog: prepare a short essay advocating for (or against) any social or political issue of your choosing (topics (relating to American politics) should be approved by the professor before the beginning of October). The idea is that you will write something that can be submitted to a newspaper or internet blog. There is a strict 1,250-word limit. Concise arguments made for a more general audience is the goal of this assignment; something your parents can read and understand. The use of data and visualizations is strongly encouraged. We will circulate drafts on October 28 to one other graduate student who will offer critiques and/or proof reading. On November 23 we will circulate all the final drafts, with short presentations the next week. These will be the reading assignments for that week.

(3) Area Specialization Paper: During the final two weeks of class, we will have customized readings based on your interests. You are to choose either one of the subjects we explore during the course or a topic of your choosing (see below) and do a brief literature review; you'll be expected to "assign" 3-4 journal articles related to this topic. The professor can help you find relevant articles. During your assigned class you will present to the class a summary of the state of the literature on your topic, important findings, and any remaining controversies/potential future hypotheses. You will submit a 5-6 single-spaced page paper that does the following:

- Synthesizes the contributions made by the assigned readings to current scholarly understanding in the specific field area (e.g. campaigns and elections)
- Identifies one or two lingering questions raised by the readings and explains specifically why those questions are important to furthering our understanding of the field area
- Outlines and discusses a research design with the potential to answer the lingering question(s). Explains why the design is optimal for addressing the question(s), and acknowledges possible limitations of the design.

The specialization paper will help you build your skills in the areas of synthesizing works for a literature review, formulating research questions and devising appropriate methodologies for answering those questions. This paper is a critical evaluation that explain the literature's strengths and weaknesses with respect to the goals and process of social scientific research and that chart their impact on subsequent research. Students may find it helpful to consult book reviews in preparing their papers. This is fine provided that any information taken from these sources is cited appropriately and is used to augment students' own analysis. You'll probably want to supplement the weekly readings with additional readings from this subfield, which your instructor can help you find. You are also welcome to come up with a research design which proposes tests to one or several hypotheses.

Examples of deep dives topics include incumbency advantage in American elections, state legislative professionalization, polarization (mass and elite), economic inequality, racial resentment, election forecasting, women in politics, segregation and other spatial context issues, gerrymandering, policy diffusion, and so on. The amount of research done on American politics is essentially infinite, so we can't cover everything.

READINGS:

The assigned readings present only a starting point for people looking to specialize in American politics. You should consult the instructors for recommendations of further essential readings beyond those assigned here. It is expected that every week you will have engage the readings closely and critically, and that you come to class prepared to participate in rigorous discussion of them. Specifically, you should be able to address the following upon reading each work.

- What are the main themes of the work?
- What are the main contributions of this work to our understanding of politics?
- What are the limitations of or areas for improvement for this work (focusing on its theoretical argument, hypotheses, evidence, analysis, interpretation of results, etc.)?
- What did you not understand about this work?
- What next steps can you envision to effectively build on the major contributions of this work?

Readings will draw heavily from the Annual Review of Political Science, a journal that “covers significant developments in the field of Political Science”. This allows for getting a considerable overview of the field, while not costing you any money!

Like American democracy itself, this syllabus is subject to amendment. The process of amendment is as follows: (1) all students and the professor get one vote; (2) a simple majority of voters agree to a change; (2) a student's vote is weighted as $1/n$ where n =number of students and a professor has a vote weighted as $n+1$. All amendments will be announced publicly and no student shall be injured by changes.

My expectation is that you will “read” all the assigned articles, but I recognize that I have assigned quite a lot. That said, you will need to fully read and understand one article per week (and you are expected to help your classmates understand it as well), and you should minimally *skim* the other assigned readings. Learning good skimming skills is very important, perhaps the most important thing you can learn as a graduate student. Journal articles follow a very formulaic outline, which makes skimming rather easy. You'll need to be sure to capture enough of the content to discuss the article with your peers.

- **American Democracy Theory and Design**

- August 31
 - Zoom Introductions and discussion of the semester
- Sept. 2
 - Dahl, R. A. (2003). How democratic is the American Constitution? Yale University Press. <https://yalebooks.yale.edu/book/9780300095241/how-democratic-american-constitution> (I can provide a digital copy)
 - The Federalist Papers, Numbers [10](#), [51](#), and [70](#)
 - The Declaration of Independence and the U.S. Constitution
- Sept. 7 Labor Day, no Zoom
 - Delli Carpini, M. X. (2005). An Overview of the State of Citizens' Knowledge About Politics. In M. S. McKinney, L. L. Kaid, D. G. Bystrom, & D. B. Carlin (Eds.), *Communicating politics: Engaging the public in democratic life* (pp. 27–40). Peter Lang. http://repository.upenn.edu/asc_papers
 - Fiorina, M. P. (2016). A Historical Perspective. *A Hoover Institution Essay on Contemporary American Politics, Ser, 9*. <https://www.hoover.org/research/historical-perspective>
 - Fiorina, M. P. (2016). An Era of Tenuous Majorities. *A Hoover Institution Essay on Contemporary American Politics, Ser, 1*. <https://www.hoover.org/research/era-tenuous-majorities-historical-context>

- **Ideology and Opinion Formation; Cognition, Information, and Knowledge; Groups, Self-Interest, and Symbolic Politics**

- Sept. 9
 - Converse, P. E. (2006). The nature of belief systems in mass publics (1964). *Critical Review*, 18(1–3), 1–74. <https://doi.org/10.1080/08913810608443650>
 - Lenz, G. S. (2009). Learning and opinion change, not priming: Reconsidering the priming hypothesis. *American Journal of Political Science*, 53(4), 821–837. <https://doi.org/10.1111/j.1540-5907.2009.00403.x>
 - Tesler, M. (2015). Priming Predispositions and Changing Policy Positions: An Account of When Mass Opinion Is Primed or Changed. *American Journal of Political Science*, 59(4), 806–824. <https://doi.org/10.1111/ajps.12157>
- Sept. 14

- Tesler, M. (2012). The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race. *American Journal of Political Science*, 56(3), 690–704. <https://doi.org/10.1111/j.1540-5907.2011.00577.x>
- Lupia, A. (1994). Shortcuts Versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections. *American Political Science Review*, 88(1), 63–76. <https://doi.org/10.2307/2944882>
- Levendusky, M. S. (2010). Clearer Cues, More Consistent Voters: A Benefit of Elite Polarization. *Political Behavior*, 32(1), 111–131. <https://doi.org/10.1007/s11109-009-9094-0>
- Sept. 16
 - Broockman, D. E. (2016). Approaches to Studying Policy Representation. *Legislative Studies Quarterly*, 41(1), 181–215. <https://doi.org/10.1111/lsq.12110>
 - Warshaw, C. (2019). Local Elections and Representation in the United States. *Annual Review of Political Science*, 22(1), 461–479. <https://doi.org/10.1146/annurev-polisci-050317-071108>
 - Bonica, A. (2014). Mapping the Ideological Marketplace. *American Journal of Political Science*, 58(2), 367–386. <https://doi.org/10.1111/ajps.12062>
- **Party Identification and Polarization**
 - Sept. 21
 - Dalton, R. J. (2016). Party Identification and Its Implications. In *Oxford Research Encyclopedia of Politics*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190228637.013.72>
 - Bafumi, J., & Shapiro, R. Y. (2009). A New Partisan Voter. *The Journal of Politics*, 71(1), 1–24. <https://doi.org/10.1017/S0022381608090014>
 - Grofman, B. (2004). Downs and Two-Party Convergence. *Annual Review of Political Science*, 7(1), 25–46. <https://doi.org/10.1146/annurev-polisci.7.012003.104711>
 - Sept 23 (Affective Polarization)
 - Iyengar, S., Lelkes, Y., Levendusky, M., Malhotra, N., & Westwood, S. J. (2019). The origins and consequences of affective polarization in the United States. *Annual Review of Political Science*, 22, 129–146. <https://doi.org/10.1146/annurev-polisci-051117-073034>
 - Iyengar, S., & Westwood, S. J. (2015). Fear and Loathing across Party Lines: New Evidence on Group Polarization. *American Journal of Political Science*, 59(3), 690–707. <https://doi.org/10.1111/ajps.12152>
 - Druckman, J. N., & Levendusky, M. S. (2019). What Do We Measure When We Measure Affective Polarization? *Public Opinion Quarterly*, 83(1), 114–122. <https://doi.org/10.1093/poq/nfz003>
 - Sept. 28
 - Bullock, J. G., & Lenz, G. (2019). Partisan bias in surveys. *Annual Review of Political Science*, 22, 325–342. <https://doi.org/10.1146/annurev-polisci-051117-050904>
 - Abramowitz, A. I., & Webster, S. W. (2018). Negative Partisanship: Why Americans Dislike Parties But Behave Like Rabid Partisans. *Political Psychology*, 39(S1), 119–135. <https://doi.org/10.1111/pops.12479>
 - Dalton, R. J. (2020). The blinders of partisanship. In *Research handbook on political partisanship* (pp. 74–88).
 - Sept. 30
 - Pildes, R. H. (2011). Why the Center Does Not Hold: The Causes of Hyperpolarized Democracy in America. *California Law Review*, 99(2). <https://www.jstor.org/stable/23018603>
 - Fiorina, M. P. (2016). Has the American public polarized? A Hoover Institution Essay on Contemporary American Politics, Ser. 2. <https://www.hoover.org/research/has-american-public-polarized>
 - Fiorina, M. P., Abrams, S. A., & Pope, J. C. (2008). Polarization in the American Public: Misconceptions and Misreadings. *The Journal of Politics*, 70(2), 556–560. <https://doi.org/10.1017/S002238160808050X>

- **Representation**

- October 5
 - Laver, M. (2014). Measuring Policy Positions in Political Space. *Annual Review of Political Science*, 17(1), 207–223. <https://doi.org/10.1146/annurev-polisci-061413-041905>
 - M. DYNES, A., & HOLBEIN, J. B. (2020). Noisy Retrospection: The Effect of Party Control on Policy Outcomes. *American Political Science Review*, 114(1), 237–257. <https://doi.org/10.1017/S0003055419000649>
 - Sides, J., Tausanovitch, C., Vavreck, L., & Warshaw, C. (2020). On the Representativeness of Primary Electorates. *British Journal of Political Science*, 50(2), 677–685. <https://doi.org/10.1017/S000712341700062X>
- October 7
 - BAFUMI, J., & HERRON, M. C. (2010). Leapfrog Representation and Extremism: A Study of American Voters and Their Members in Congress. *American Political Science Review*, 104(3), 519–542. <https://doi.org/10.1017/S0003055410000316>
 - Stimson, J. A., Mackuen, M. B., & Erikson, R. S. (1995). Dynamic Representation. *American Political Science Review*, 89(3), 543–565. <https://doi.org/10.2307/2082973>
 - Tufte, E. R. (1973). The Relationship between Seats and Votes in Two-Party Systems. *American Political Science Review*, 67(2), 540–554. <https://doi.org/10.2307/1958782>
- October 12
 - Erikson, R. S. (2015). Income Inequality and Policy Responsiveness. *Annual Review of Political Science*, 18(1), 11–29. <https://doi.org/10.1146/annurev-polisci-020614-094706>
 - Gilens, M. (2005). Inequality and Democratic Responsiveness. *Public Opinion Quarterly*, 69(5), 778–796. <https://doi.org/10.1093/poq/nfi058>
 - Mansbridge, J. (1999). Should Blacks Represent Blacks and Women Represent Women? A Contingent “Yes.” *The Journal of Politics*, 61(3), 628–657. <https://doi.org/10.2307/2647821>
- October 14
 - Lax, J. R., & Phillips, J. H. (2012). The Democratic Deficit in the States. *American Journal of Political Science*, 56(1), 148–166. <https://doi.org/10.1111/j.1540-5907.2011.00537.x>
 - Piketty, T., & Saez, E. (2003). Income Inequality in the United States. *Quarterly Journal of Economics*, 118(1), 1913–1998. www.nber.org/papers/W8467
 - Gilens, M., & Page, B. I. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on Politics*, 12(3), 564–581. <https://doi.org/10.1017/S1537592714001595>

- **Political Participation**

- October 19
 - McDonald, M. P., & Popkin, S. L. (2001). The Myth of the Vanishing Voter. *American Political Science Review*, 95(4), 963–974. <https://doi.org/10.1017/S0003055400400134>
 - Putnam, R. D. (1995). Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America. *PS: Political Science and Politics*, 28(4), 664. <https://doi.org/10.2307/420517>
 - Cox, G. W. (2015). Electoral Rules, Mobilization, and Turnout. *Annual Review of Political Science*, 18(1), 49–68. <https://doi.org/10.1146/annurev-polisci-060414-035915>
 - Uhlaner, C. J., Cain, B., & Kiewiet, D. R. (1989). Political Participation of Ethnic Minorities in the 1980s. *Political Behavior*, 11(3), 195–231. <https://www.jstor.org/stable/586152%0A>
- October 21
 - Riker, W. H., & Ordeshook, P. C. (1968). A Theory of the Calculus of Voting. *American Political Science Review*, 62(1), 25–42. <https://doi.org/10.2307/1953324>
 - Shino, E., & Smith, D. A. (2020). Mobilizing the Youth Vote? Early Voting on College Campuses. *Election Law Journal: Rules, Politics, and Policy*. <https://doi.org/10.1089/elj.2019.0596>
 - ANOLL, A. P. (2018). What Makes a Good Neighbor? Race, Place, and Norms of Political Participation. *American Political Science Review*, 112(3), 494–508. <https://doi.org/10.1017/S0003055418000175>

- **Campaigns and Elections**

- October 26
 - Jacobson, G. C. (2015). How Do Campaigns Matter? *Annual Review of Political Science*, 18(1), 31–47. <https://doi.org/10.1146/annurev-polisci-072012-113556>
 - Enos, R. D., & Hersh, E. D. (2017). Campaign Perceptions of Electoral Closeness: Uncertainty, Fear and Over-Confidence. *British Journal of Political Science*, 47(3), 501–519. <https://doi.org/10.1017/S0007123415000435>
 - Huber, G. A., & Arceneaux, K. (2007). Identifying the persuasive effects of presidential advertising. *American Journal of Political Science*, 51(4), 957–977. <https://doi.org/10.1111/j.1540-5907.2007.00291.x>
- October 28
 - **First Drafts of op-ed/editorial/blog post circulated (October 28th)**
 - Gelman, A. (2007). Rich State, Poor State, Red State, Blue State: What's the Matter with Connecticut? *Quarterly Journal of Political Science*, 2(4), 345–367. <https://doi.org/10.1561/100.00006026>
 - Gelman, A., Goel, S., Rivers, D., & Rothschild, D. (2016). The Mythical Swing Voter. *Quarterly Journal of Political Science*, 11(1), 103–130. <https://doi.org/10.1561/100.00015031>
 - Gelman, A., & King, G. (1993). Why Are American Presidential Election Campaign Polls So Variable When Votes Are So Predictable? *British Journal of Political Science*, 23(04), 409. <https://doi.org/10.1017/S0007123400006682>
- November 2
 - Abramowitz, A., & Panagopoulos, C. (2020). Trump on the Trail: Assessing the Impact of Presidential Campaign Visits on Voting Behavior in the 2018 Midterm Elections. *Presidential Studies Quarterly*, psq.12664. <https://doi.org/10.1111/psq.12664>
 - GERBER, A. S., GIMPEL, J. G., GREEN, D. P., & SHAW, D. R. (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. <https://doi.org/10.1017/S000305541000047X>
 - Fiorina, M. P. (2017). The 2016 Presidential Election — Identities, Class, and Culture. Hoover Institution. <https://www.hoover.org/research/2016-presidential-election-identities-class-and-culture>
- November 4
 - No readings for this class

- **Social Influence and Context**

- November 9
 - **Return First drafts to classmate**
 - Enos, R. D., Kaufman, A. R., & Sands, M. L. (2019). Can Violent Protest Change Local Policy Support? Evidence from the Aftermath of the 1992 Los Angeles Riot. *American Political Science Review*, 1–17. <https://doi.org/10.1017/s0003055419000340>
 - Lupton, R. N., & McKee, S. C. (2020). Dixie's Drivers: Core Values and the Southern Republican Realignment. *The Journal of Politics*, 82(3), 921–936. <https://doi.org/10.1086/707489>
 - Trounstein, J. (2016). Segregation and Inequality in Public Goods. *American Journal of Political Science*, 60(3), 709–725. <https://doi.org/10.1111/ajps.12227>
 - HOPKINS, D. J. (2010). Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition. *American Political Science Review*, 104(1), 40–60. <https://doi.org/10.1017/S0003055409990360>
- November 11
 - HOPKINS, D. J. (2010). Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition. *American Political Science Review*, 104(1), 40–60. <https://doi.org/10.1017/S0003055409990360>

- Enos, R. D. (2014). Causal effect of intergroup contact on exclusionary attitudes. *Proceedings of the National Academy of Sciences*, 111(10), 3699–3704. <https://doi.org/10.1073/pnas.1317670111>
- Enos, R. D. (2016). What the Demolition of Public Housing Teaches Us about the Impact of Racial Threat on Political Behavior. *American Journal of Political Science*, 60(1), 123–142. <https://doi.org/10.1111/ajps.12156>
- **Politics of Race and Ethnicity**
 - November 16
 - Acharya, A., Blackwell, M., & Sen, M. (2016). The Political Legacy of American Slavery. *The Journal of Politics*, 78(3), 621–641. <https://doi.org/10.1086/686631>
 - Valentino, N. A., & Sears, D. O. (2005). Old Times There Are Not Forgotten: Race and Partisan Realignment in the Contemporary South. *American Journal of Political Science*, 49(3), 672–688. <https://doi.org/10.1111/j.1540-5907.2005.00136.x>
 - November 18
 - Griffin, J. D. (2014). When and Why Minority Legislators Matter. *Annual Review of Political Science*, 17(1), 327–336. <https://doi.org/10.1146/annurev-polisci-033011-205028>
 - Cramer, K. (2020). Understanding the Role of Racism in Contemporary US Public Opinion. *Annual Review of Political Science*, 23(1), 153–169. <https://doi.org/10.1146/annurev-polisci-060418-042842>
 - RENY, T., & NEWMAN, B. J. (2018). Protecting the Right to Discriminate: The Second Great Migration and Racial Threat in the American West. *American Political Science Review*, 112(4), 1104–1110. <https://doi.org/10.1017/S0003055418000448>
- **Election Law; Gerrymandering**
 - November 23
 - **Op-ed/editorial/blog post final draft due (November 23)**
 - Gelman, A., & King, G. (1994). Enhancing Democracy Through Legislative Redistricting. *American Political Science Review*, 88(3), 541–559. <https://doi.org/10.2307/2944794>
 - McGhee, E. (2020). Partisan Gerrymandering and Political Science. *Annual Review of Political Science*, 23(1), 171–185. <https://doi.org/10.1146/annurev-polisci-060118-045351>
 - Cervas, J. R., & Grofman, B. (2020). Tools for identifying partisan gerrymandering with an application to congressional districting in Pennsylvania. *Political Geography*, 76, 102069. <https://doi.org/10.1016/j.polgeo.2019.102069>
 - November 25 (Thanksgiving Week)
 - Stephanopoulos, N. O., & Warshaw, C. (2020). The Impact of Partisan Gerrymandering on Political Parties. *Legislative Studies Quarterly*, Isq.12276. <https://doi.org/10.1111/lsq.12276>
 - Hasen, R. L. (2019). Polarization and the Judiciary. *Annual Review of Political Science*, 22, 261–276. <https://doi.org/10.1146/annurev-polisci-051317>
 - November 30
 - Read Final Drafts of op-eds/editorials/blogs for all your classmates
- **Area Specialization Readings** (Two topics per meeting, assignments to be determined)
 - December 2
 - TBD
 - TBD
 - December 7
 - TBD
 - TBD
 - December 9
 - TBD
 - TBD
 - December 14 (Finals - Last Class)
 - No required readings

COVID PRECAUTIONS:

- In-person classes will look very different for the fall 2020 semester. (We don't have them, unless otherwise noted)
- In order to attend class in person, I expect that you will abide by all behaviors indicated in [The Tartan's Responsibility](#), including any timely updates based on the current conditions.
- In terms of specific expectations for in-person students, this includes:
 - entering the classroom via the designated ingress route with appropriate physical distancing, wearing a facial covering throughout class, sitting in the seats with appropriate spacing (and not moving furniture), exit the classroom at my direction, proceeding in a row-by-row fashion, following the designated egress route and maintaining proper distancing.

FACIAL COVERINGS:

If you do not wear a facial covering to class, I will ask you to put one on (and if you don't have one with you, I will direct you to a distribution location on campus). If you do not comply, please remember that you will be subject to student conduct proceedings, up to and including removal from CMU. Accordingly, I will be obliged to take other measures for the safety of the whole class.

Remember: If you registered for this class, you have until November 9th to change your grade in this course from a letter grade to a Pass/Fail grade.

ACADEMIC INTEGRITY:

Academic Integrity is a core CMU value, and as a member of the CMU community, it is important that the work you turn in for this class is wholly your own. As your instructor, I will strive to ensure that you develop the necessary knowledge and skills to meet the learning objectives for this class, just as it is your task to put in the effort to complete the work and ask for help if you need it. In this hybrid/remote environment for Fall 2020, you might have questions about what is and is not acceptable. Insert statement or paragraph about what cheating/plagiarism/unauthorized assistance or collaboration looks like for your specific course. Add the consequences of not abiding by those conditions

As a reminder all students should follow [CMU's Academic Integrity Policy](#).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

STUDENT WELLNESS:

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.cmu.edu/counseling/>. Support is always available (24/7) from Counseling and Psychological Services: 412-268-2922

DIVERSITY STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can plan accordingly.

In general, submitting assignments on time lets me provide feedback in a more timely and efficient manner. Assignments build on each other, so timely submissions are crucial to your progress in the class. However, sometimes life happens. If you cannot submit an assignment on time, the default will be that you will be eligible for 90% of the grade the first 48 hours that the assignment is late. If you must submit beyond 48 hours past the due date, please contact me cervas@uci.edu as soon as possible so we can plan.

OPTIONAL READINGS

- Alexis de Tocqueville, *Democracy in America*, Part I, Sections 2, 3, and 5; Part II, Sections 3-9 (all from Volume 1)
- Robert Dahl, A Preface to Democratic Theory (optional)
- MacGilvray, E. (2016). Robert Dahl, A Preface to Democratic Theory. In J. T. Levy (Ed.), *The Oxford Handbook of Classics in Contemporary Political Theory*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198717133.013.30>
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- Uhlaner, C. J. (1989). Rational Turnout: The Neglected Role of Groups. *American Journal of Political Science*, 33(2), 390. <https://doi.org/10.2307/2111153>
- Szewczyk, J., & Crowder-Meyer, M. (123 C.E.). Community Income Inequality and the Economic Gap in Participation. *Political Behavior*. <https://doi.org/10.1007/s11109-020-09621-6>
- Other Federalist Papers, Anti-Federalist Papers
- Fiorina, M. P. (2016). Is the US Experience Exceptional? A Hoover Institution Essay on Contemporary American Politics, Ser, 8. <https://www.hoover.org/sites/default/files/research/docs/fiorinaistheusexperienceexcep8pdf.pdf>
- Abramowitz, A., & McCoy, J. (2018). United States: Racial Resentment, Negative Partisanship, and Polarization in Trump's America. *The ANNALS of the American Academy of Political and Social Science*, 681(1), 137–156. <https://doi.org/10.1177/0002716218811309>
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