PS 306: POLITICS AND PUBLIC POLICY
ILLINOIS INSTITUTE OF TECHNOLOGY, SPRING 2022
DEPARTMENT OF SOCIAL SCIENCE
COURSE CODE: 52019 - PS306 - 01

Instructor: Kevin Simmt
Contact: ksimmt@iit.edu
Time & Location: Tues, Thurs 5:00-6:15PM via Zoom
Office Hours: Wed 1-2PM; Thu 6:15-7PM via Zoom

Course Description

In this class, we will study how America's politics affects its policy outcomes – with special emphasis upon drawing international comparisons in order to understand what makes America different. Policy wonks are everywhere coming up with interesting ideas and spelling-out optimal policy strategies. And, yet, so often America's policy feels uninspired and unchanging; moreover, for all the talk of an optimal strategy, America frequently equivocates between options. What, then, is going on? Does policy stay stagnant because "the old ways" are actually better? When policy does change across time, is this a reflection of changing contexts that alter the potential performance of a given policy? Or, (to what extent) does the distribution of power across America (at particular times) determine its policy outcomes?

Public policy is why many of us get into studying politics in the first place – and for good reason: with the stroke of a pen, a good policy can raise the potential well-being of millions of people across society (a "ceiling effect") or it might provide some sort of improved minimum standard for every citizen (a "floor effect"). (Of course, policies crafted poorly – even when well-intentioned – can hurt untold lives.)

This course is not, fundamentally, about what makes for good policy but, rather, what drives America's many levels of government to sometimes pursue lousy policies while, at other times, pursuing sound policy; moreover, why do certain issues-areas get sounder policy than others. In short, how does power intervene upon the policy process (potentially to the extent of actually determining its final outcomes). As we shall see, the values of people within a society will interact with its institutions, thus resulting in powerful pull over final public policy outcomes.

While defining what is "good policy" is not the core-focus of this class, I will argue that establishing some baseline capabilities in policy analysis – to judge the "goodness" of policy – is necessary in order to test the assumptions of political science: if we were to witness that most policy is favourable to the general welfare of society, then we would want to temper our cynicism (that policy is by and for the elites). As such, we will do a little primer in public economics and policy analysis, but students should not view this as the focal point of the course.

University Description

Analyzes public policy processes with a primary focus on the United States and a secondary focus on cross-country comparisons involving the U. S. The overarching concern is the effectiveness of government intervention given our market-based system. The student will become familiar with models and determinants of policy making. Beyond theories of policy making, the course also surveys a number of timely policy issues. In this way, a balance is reached between theory and application. There will be an underlying focus on the American political economy and public policy making, but students do not need an extensive background in either economics or policy making.

Is this Course Right For Me? What to Expect...

A syllabus should help students make an informed decision in their course-selection during the "shopping period." As such, I wish to use the syllabus as an opportunity to review both the costs and benefits of engaging in this course.

I should begin by noting that the course is, at times, "reading-heavy." Part of the course's objective is to help teach you how to do vast amounts of reading. Of course, this will almost certainly not be to everyone's liking – but, as I said earlier, the syllabus is my place to issue fair warning before the course-drop deadline.

Additionally, please note that lectures in this course are particularly important. The readings make many enticing arguments but the course must, ultimately, focus on relatively few of them. Student may, of course, look to my slides or lecture notes; however, they are intended to be skeletal. Without the aid of lecture, it will be difficult to focus your efforts in the readings. Moreover, the learning value of many class activities resides in one's active participation. So, please, intend to regularly, and actively, partake in lectures.

I should mention that my work in comparative politics is heavily-laden with political economy and quantitative analysis. While I do not assume students to have any background knowledge on either subject, I will be teaching many of their basic intuitions. Any with phobias of these topics should be content with the idea of making good use of office hours.

Lastly, I spend much time analyzing our intuitions: that is, I am methodical about carefully breaking-down the definitions of concepts that, in our gut, we already know. For example, when asked, "what is politics?" almost everyone will claim to know, but almost no one will have a decent definition on hand... "I dunno exactly, but I *just get it*." To some, my search for "understanding our understandings" is an exciting exercise in theory that allows us to, ultimately, build argument via logical deduction. To others, this notion of trying to build a deeper intimacy with the already known, instead of discovering the unknown, is the essence of boring. Whatever your perspective... I say "fair enough"... but now you know mine, lest you go on unforewarned.

Teaching Philosophy

Shortly, I will speak to many benefits of studying the politics of America's public policy (regardless of the particular instructor). Beforehand, I wish to mention the idiosyncratic

added-value of *my course* on the politics of public policy, which, I believe, derives from the two teaching philosophies on which it is built.

First, while the class is largely structured, I abide David Foster Wallace's maxim: "We can talk about whatever you wish to - provided that we do it cogently and well." In other words, as much as this class is about comparative politics, you will find many opportunities to twist coursework towards better understanding social issues that you care about - *provided that* you (a) do it well and (b) successfully relate the issue to comparative politics. Indeed, I wish to stress that as much as we talk comparative politics, students enrolling in this course must be aware we will also be talking a lot of public policy and public economics (again, if this is not for you, I encourage you to check-out the online offering).

Second, this course is not, *per se*, about collecting an encyclopedic knowledge of political systems throughout the world. I strive not to be a teacher of trivia. Rather, as social scientists we want to understand when "the particular" of a society implicates good (or bad) consequences upon human welfare. We must, of course, study the "trivia" of different political systems, but as a means rather than an end. We are, ultimately, upon a humanistic project to disentangle which features of a society are primary in determining social outcomes. In some cases, we find aspects of society that might be manipulated so as to build a better society and, in yet other cases, we discover that an aspect of society (i) is beyond manipulation; (ii) has non-constant effects upon manipulation (i.e., the mediating effects of unique context); and/or (iii) has the potential to be manipulated to solve one problem but, in turn, will trigger a watershed of other problems.

Course Content & Structure

The content of this course results directly from its objectives: what must we know in order to make claims about why/when particular features of a society incur a 'good' or 'bad' social outcome? The task is deceptively tricky. Due to the complexity of this objective, we necessarily cover a greater variety of topics than is orthodox in a university course. Ultimately, together we must build five bases of knowledge: substantive understanding of the features of political systems across the world and throughout history; the comparative method; political economy; distributive justice; and public economics.

The American Political System

All our discovery necessarily begins here: with substantive knowledge of America's features that drive her to the social outcomes we care about. Let's think about what needs to be covered to make a claim that a societal feature of America, "X," causes a "good" (or "bad") social outcome, "Y." First, to propose such a theory requires knowing a hell of a lot about America. After all, to make such conjecture we must have enough knowledge about America so as to speak about (i) America's interesting social outcomes that are worthwhile to explain and, moreover, (ii) the many plausible traits about America that might explain this curious outcome. So, understanding America's political system is a must.

The Comparative Method

Second, to prove our theory right, we cannot *just* show that "X" and "Y" both happen to occur together in the case of America (i.e., correlation) but, rather, that in the absence of "X" there would be no "Y" (i.e., causation). To prove that our correlation in the American context is not simply "lucky," or spurious to some other effect, we must make meaningful comparisons across cases. In class, I explain how the comparative method might enable us to demonstrate that a particular feature of America actually *causes* our outcome of concern, not merely that the input coincides with the output. I will often talk about the importance of making "meaningful comparisons," rather than being aimless in our selection of countries to compare – which leaves one's analysis vulnerable to drawing false conclusions based upon correlation with no basis in causation. As such, learning the comparative *method* is crucial.

Political Economy

Third, while we could just stop at showing how empirical evidence demonstrates that "X" causes "Y," we ultimately want to know *why* that link from "X" to "Y" exists. In other words, we don't just want to describe what we observe, but we also want to understand why the pattern happens in the first place. To accomplish this, we will study political economy. Political economy helps us understand *explanatory* theories about how individual preferences interact with institutions to procure particular outcomes. This will help us know why a certain feature (of America) causes a certain outcome; moreover, it will help us think about the conditions necessary for this link to exist. We may, for example, find that the cause of "Y" will only work in America due to a set of peculiar prerequisite conditions (e.g., her unique institutions).

Distributive Justice

Fourth, you may have noted that I spoke of making claims about "good social outcomes" and "bad social outcomes." Such language takes a lot for granted: what makes an outcome "good" or "bad"? While political economy might help us understand why a certain outcome happens, it cannot tell us whether that certain outcome is desirable. Hence, we need normative theory to justify the outcomes we pursue for society.

Often in political science, we try to responsibly explain what does happen, without taking a stance on whether that outcome is good or bad. Yet, its not clear why we should study political science, beyond an academic (typically morbid) curiosity, if we are not going to use our knowledge of "what causes outcomes" in order to promote the good outcomes and avoid the bad ones. By bringing the normative realm into the open, rather than hiding it, we can collectively work on defending our vision for "a good society" from those who would disagree. Hence, being upfront about one's normative program may help one to become less dogmatic in one's stances. Or, it may reveal a contradiction between one's beliefs and one's policy stances. Further yet, one may "come around" to doubting beliefs previously taken for granted. As such, we will discuss the modern distributive justice literature, which helps us understand the values implicit in the policies and "shapes of society" that we pursue.

The Public Economics of Policy Analysis

Once we have used our knowledge of distributive justice to feel confident saying, "Y is a socially desirable outcome," then we have a follow up question, "what is the most effective way in which to achieve Y." Ultimately, most outcomes can be achieved a multitude of ways. The question is: which way is the best? Public economics provides tools to understand how we can most efficiently attain outcomes we care about. Given the many different objectives we have to improve our society, and the scarcity of resources with which we have to attain them, we must strive to achieve each objective efficiently in order to leave resources for attaining all the others. For example, if we decide eliminating poverty is a good thing, then we must discuss whether the most effective solution is the free market, a minimum wage, a universal basic income, etc.

Lastly, note the importance that students and social advocates consider not only what is ideal, but what is feasible. Here we will, again, evoke political economy to theorize about whether the ideal policy is politically feasible and, if not, which of our "second-best" policies might be able to gather a politically salient coalition that can ensure its implementation. Perhaps you have concluded the universal basic income is the best policy to end poverty. Will it be politically feasible? If so, is it feasible across every political context, or only some? As such, if we are to come to conclusions about how to advocate for a better society, we cannot just consider each of the five topics above 'in silos' but must consider each topic as it interacts with each of the others.

Learning Objectives

The course is designed to:

- 1) Introduce you to important concepts, ideas, and disputes in American politics, with the goal of preparing you to investigate America's policy infrastructure more systematically
- 2) Establish frameworks to think critically about complex problems and to communicate your thoughts through analytical writing and discussion.
- 3) Generate a self-awareness of the ideological underpinnings of your own dispositions towards policy
- 4) Build a knowledge base of how America has organized its social and economic life differently across time, through public policy and the design of its political institutions
- 5) Be able to explain how America's systems of values interacts with its institutions in order to produce policy outcomes; use international comparison to understand how America differs in these regards and the 'pros' and 'cons' of America's features
- 6) Capacity to critically assess arguments, concerning policy efficacy and its political determinants, from the media and academia, in order to test them for weaknesses of logic and/or research design

- 7) Communicate complex ideas simply; become practiced in respectful debate and confident in your own voice
- 8) Form a stronger understanding of the role of your agency in a world where much is determined by institutions

Class Structure

Each week students will be responsible to cover the readings listed in the syllabus; additionally, they will have recorded lecture materials to watch (adding up to an approx 1.5 hrs/wk); and, lastly, they will be expected at our "live" meetings over Zoom, every Tuesday and Thursday.

Predictably, each session of the course will focus on a substantive topic about America's politics and public policy. Each class also considers an additional component, which rotates amongst topics on the comparative method, political economy, distributive justice and/or public economics. These subjects will help us leverage our knowledge of comparative politics towards affecting social outcomes (through public policy) that we might care about.

Each week, you will have some prerecorded lectures to watch and materials to read. When we meet in person, I will briefly lecture to review key concepts from the recordings and readings, but the main body of each class will be discussion-based, including debate upon prompts, plus QA to clear-up uncertainties.

Do not count on the "slide deck" as being comprehensive. I prefer a traditional lecturing style. I also like including what we learn from discussion in the exams.

While I have a fixed set of material for each day, plenty of time is available for questions/commentary. You should not be shy of speaking up. In fact, past experience tells me that often the most learning occurs when impromptu - sometimes intense - debates breakout. Interruption, so long as tactful, is encouraged.

Course Readings

The readings for this course will be posted on Blackboard. That said, students with little background in American politics might opt to request my recommendation for chapters to review from:

[Optional] John G. Geer, Richard Herrera, Wendy J. Schiller, Jeffrey A. Segal. Gateways to Democracy: An Introduction to American Government. 4th or 5th Ed. Edition. ISBN-13: 9781452241524

Assessment:

I consistently ask for deliverables, which amounts to much work; however, I hope this relieves pressure from preforming well on any one dimension. Deadlines are listed in the weekly

schedule below (and on Blackboard). With exception of a variety of in-class participation activities, all work is submitted over Blackboard. Work will include:

- 10 Participation in Student-Led Discussion (10 x 1% each)
- 1 Seminar Leader Participation (10%)
- 1 Midterm Exam (15%)
- 1 Final Exam (15%)
- 5 Policy White Paper "Checkpoints" (5 x 2% each)
- 1 Policy White Paper (30%)
- 1 Policy Presentation & Participation (10%)
- 5 Eschaton Game-Play (Bonus)

Note that active participation is more than simply attending. Students are expected to be prepared to discuss the assigned reading as outlined below. In general, "strong" answers (on exams, assignments, etc.) will include an explanation of the phenomena described, not just a description. They will also include political variables in their explanations.

Finally, "please note, the IIT student handbook indicates that all students are expected to attend classes regularly and that excessive absences may be grounds for a failing grade. If you must miss a class, please contact the instructor." A make-up for participation will be offered in the form of a short report on the week's material and a check-in will be offered to allow you to ask questions on material missed.

Graded Work: Item-by-Item Overview

Participation in Student-Led Discussion (10 x 1%):

Attend and actively participate in ten of your peer's presentations; your grade is based on your 10 best scores out of all classes (meaning, you needn't participate every class). This is done on purpose to (i) account for the fact we may not always have time for everyone to chime in; and (ii) create leniency in case of emergencies arising that take you out of class. Students are expected to demonstrate a working understanding of the materials from the week.

Students unable to attend may communicate with me directly – via email or zoom – to help me understand their level of knowledge acquisition. In such a case, students must contact me directly and I will provide them with a series of prompts. By answering, participation can be earned.

Seminar Leader (10%)

Lead the class in a discussion of a social issue in America and the (potential or realized) legislation designed to redress it. This assignment requires that you: (1) briefly present on the subject (5-10 min); (2) lead a discussion amongst your peers; and (3) exercise judgement in selecting a short reading relevant to your audience.

Midterm Exam (15%)

The midterm exam will test all material that has been taught up to, but not including, the week of the exam. A variety of test instruments will be used, including mini-essays (generally requiring you to say what you think of a subject, not merely recite what you know of a subject), short answer (generally definitional), multiple choice, fill-in-the-blank, matching, true/false, etc.

Final Exam (15%)

The final exam will test all material that has been taught up in the course – including materials covered by the midterm (knowledge is cumulative, after all). A variety of test instruments will be used, include mini-essays (generally requiring you to say what you think of a subject, not merely recite what you know of a subject), short answer (generally definitional), multiple choice, fill-in-the-blank, matching, true/false, etc.

Policy White Paper "Checkpoints" (5 x 2%)

Your major research project will be made more digestable by being split into small pieces. As such, students will be required to adhere deadlines to reach "checkpoints," along the way to final submission.

Final Research Project: Policy White Paper (30%)

Approx 1500-2500 Words. You have been selected to as political consultant – Congratulations! Now you must start trying to benefit society, while retaining your official's hold on power. Pick a social issue you wish to resolve and spell-out the best policy – feasible within the politics of America – to redress it!

Your major research project will be made more digestable by being split into small pieces. As such, students will be required to adhere deadlines to reach "checkpoints," along the way to final submission.

Policy Presentation & Participation (10%)

This component will require that you: (i) workshop your paper to a subset of your peers; (ii) advise your peers when they workshop their papers; (iii) present briefly on your final research paper; (iv) lead a short discussion / Q&A to defend your proposal; and (v) participate in the presentation's of your peers.

Eschaton (Bonus, to a Maximum of 10% on Final Exam)

Join-in to play our in-class computer simulation: Eschaton. Inspired by DFW's Infinite Jest, you will make choices as a political leader... for which there will be consequences...

FIXED DEADLINES

Please note that these deadlines do not include activities for which you select the date of participation (e.g., presentations).

- White Paper: Checkpoint 1 – **Jan 27**
- White Paper: Checkpoint 2 – **Feb 10**
- White Paper: Checkpoint 3 – **Feb 24**
- Midterm Exam (Issued Mar 3) – **Mar 6**
- White Paper: Checkpoint 4 – **Mar 24**
- White Paper: Checkpoint 5 – **Apr 12**
- Final Policy White Paper – **Apr 28**
- Final Exam (Issued Apr 28) – **May 1**

Academic Misconduct

The follow section quotes University policy, ad naseum.

"Academic Integrity: Work done for this course must adhere to the University Academic Integrity Policy. If you are unfamiliar with the Universitys academic integrity standards please visit:

https://www.iit.edu/student-affairs/student-handbook/fine-print/code-academic-honesty

Students in this course, and in all courses where independent research and writing play a vital role in the requirements, must be aware of the strong sanctions carried out as a result of plagiarism, as stated in IIT student affairs handbook. Additionally, advice on plagarism and how to avoid it may be found here:

https://www.iit.edu/cac/writing-guides/writing-process/plagiarism-and-avoiding-it

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-alteration or falsification of academic records; academic misconduct; and complicity. Cheating is any action that violates University norms

or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's placecopying from another student; and unauthorized assistance. Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and oral material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's. Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency. The paraphrasing of another's work or ideas without proper acknowledgement.

Academic dishonesty will automatically result in a failing grade for the course and will be reported to the Department of Social Sciences academic integrity committee, the IIT Academic Integrity Office and the Dean of the Lewis College. All work submitted in this course must be original. Submitting work from another class without explicit instructor permission will result in a failing grade for the course."

Deadlines and Late Penalities

Meeting deadlines in this course is essential (the assignments are all relatively short – or built-up from small pieces – and, thus, I do not think this demand is unreasonable). Because we will talk about your written work during the class for which it is due, you become "dead weight" if you fail to complete on time.

As such, late work penalized 10% per day if late, UNLESS valid documentation has been presented to the instructor *in advance of the deadline*. True emergencies, with proper documentation, may be sorted after the fact.

Note, if technical issues arise submitting on Blackboard, then simply email me your work before the deadline. Additionally, you are responsible for submitting a functioning Word or PDF file. Manage your time such that you may inspect your work for technical glitches.

Using Blackboard

In addition to the required reading, you will find other useful information on Blackboard, such as a current copy of the syllabus, information about assignments and exams, class readings, and your grades. I use the announcements feature on Blackboard to communicate important information about the coursemake sure that you check these regularly or that you receive the notification emails for new announcements. For each class, I will also post the Powerpoint slides after the lecture to the 'Modules' tab.

Disability

Center for Disability Resources: Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources. The Center for Disability Resources (CDR) is located at 10 West 35th Street, telephone 312.567.5744 [312.567.5135 (tdd)] or disabilities@iit.edu.

I will strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options.

Do not fail to remember, there are always helpers. You may talk to me – if life feels off – and I will do my out-most to help you manage your workload and build a strategy to complete your work in manageable pieces. In an emergency situation, 24 hour help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Resources

The University has many resources available for students. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to rsums, from proposals to application materials. Appointments are available via the Writing Center website:

- https://www.iit.edu/humanities/student-resources/writing-center

Course Schedule: Daily Topics, Readings & Deliverables

Please abide the following schedule. It is very important, in this class, to keep pace. If you are struggling with the pace, be certain to contact me. We will find ways to make sure you can cover the material through extra guidance in office hours.

Note that any given week may have a mix of "live" meetings (synchronous lecture); some pre-recorded materials (asynchronous lecture); and readings. Students are responsible for acquiring the knowledge from each of these sources.

Session		Topics/Deadlines	Readings
Tue 1/11	1	Introduction	Syllabus* Refresher: https://jefferson.kctcs.libguides.com/americangovernment https://www.usa.gov/branches-of-government
Thur 1/13	2	Libertarianism | American Political Culture	Kymlicka CH4 [Extract] Lipset "Continental Divide" CH2 Alesina Et. Al., "Why Doesn't the US Have a European-Style Welfare System" https://www.pewresearch.org/politics/2021/11/09/beyond-red-vs-blue-the-political-typology-2/ Give this a shot! https://www.pewresearch.org/politics/quiz/political-typology/
Tue 1/18	3	Liberal Egalitarianism | Public Opinion	Kymlicka CH3 [Extract] Gateway CH6; 9.3 Caughey & Warsaw, "Policy Preferences and Policy Change" https://www.pewresearch.org/politics/2019/12/17/in-a-politically-polarized-era-sharp-divides-in-both-partisan-coalitions/
Thur 1/20	4	Individualism | How Much Do Values Matter?	Friedman, "The Methodology of Positive Economics" Steinmo, "American Exceptionalism" Lax & Philllips, "The Democratic Deficit in the States" https://nanopdf.com/download/the-median-voter-theorem-and-its-applications_pdf https://www.nytimes.com/2010/02/07/business/economy/07view.html
Tue 1/25	5	Communitarianism | Intersection of Politics and Policy	Kymlicka CH6 [Extract] Gateway, CH16 Besley & Case. "Political institutions and policy choices: Evidence from the United"

Session		Topics/Deadlines	Readings
Thur 1/27	6	Nationalism | The Selectorate *Due Date: Check-Point I*	The Dictator's Handbook [Extract] Rauch Primary Voters Have Way Too Much Power, The Atlantic Glassman, Why Congress Doesn't Always Do the Right Thing
Tue 2/01	7	Efficient Market Hypothesis | Congress	Dalio, "How the Economic Machine Works" @ https://www.youtube.com/watch?v=PHe0bXAIuk0 Gateway, CH12 Steinmo, "It's the Institutions, Stupid!" Mankiw, "The Economics of Healthcare"
Thur 2/03	8	Reserved: Review & Student Lead Discussion	Assigned By Your Peers
Tue 2/08	9	Pareto Optimality | Presidency	Friedman, "Free to Choose" Bowles, "What Markets Can and Cannot Do" Gateway CH13-14 Druckman "Who Governs" [Extract] Hacker, "The Road to Somewhere"
Thur 2/10	10	Reserved: Review & Student Lead Discussion *Due Date: Check-Point II*	Assigned By Your Peers
Tue 2/15	11	Externalities | Courts	Hahnel, "The Case Against Markets" Gateway, CH15 Horwitz, "Judicial Review of Regulatory Decisions"
Thur 2/17	12	Reserved: Review & Student Lead Discussion	Assigned By Your Peers
Tue 2/22	13	Market Power | Electoral System	Khan, "Amazon's Antitrust Paradox" Iverson & Soskice "Why Some Democracies Redistribute More" Salas, Et. Al., "Political Parties and Public Policy"

Session		Topics/Deadlines	Readings
Thur 2/24	14	Reserved: Review & Student Lead Discussion *Due Date:* *Check-Point III*	Assigned By Your Peers
Tue 3/01	15	Midterm Review	
Thur 3/03	16	**Midterm Exam Issued**	**Midterm Exam DUE: Mar 6**
Tue 3/08	17	Asymetrical Information | Presidential Systems	Akerlof, "The Market for Lemons" Steinmo, "Taxation and Democracy" [Extract] Reid, "A Fine Mess" [Extract]
Thur 3/10	18	Reserved: Review & Student Lead Discussion	Assigned By Your Peers
Tue 3/15	19	Spring Break	
Thur 3/17	20	Spring Break	
Tues 3/22	21	Scale Effects | Federalism	Kahn, "The Tyranny of Small Decisions" Gateway CH3 Treisman, "State Corroding Federalism" Monogan, "Gone with the Wind"
Thur 3/24	22	Multiple Equilibria | Interest Groups *Due Date:* *Check-Point VI*	Murphy, "Industrialization and the Big Push" Olson, "The Logic of Collective Action" Mian, "The Political Economy of the US Mortgage Default" https://www.nytimes.com/2006/07/02/washington/02earmarks.html
Tue 3/29	23	Reserved: Review & Student Lead Discussion	Assigned By Your Peers
Thur 3/31	24	Policy Workshop	
Tue 4/05	25	Policy Workshop	

Session		Topics/Deadlines	Readings
Thur 4/07	26	Effective Research Design | Civil Society	Orvis CH1 [8-13] Chetty, "Geography of Intergenerational Mobility Miller. "Women's Suffrage, Political Responsiveness, and Child Survival in American" Druckman "Who Governs" [Extract]
Tue 4/12	27	Natural Experiments | Radical Kindness *Due Date: Check-Point V*	Angrist, "Lifetime Earnings" Dunning, "Natural Experiments in the Social Sciences" CH1" Wallace, "This is Water" @ https://www.youtube.com/watch?v=ms2BvRbjOYo
Thur 4/14	28	**Presentations**	
Tue 4/19	29	**Presentations**	
Thur 4/21	30	**Presentations**	
Tue 4/26	31	**Presentations**	
Thur 4/28	32	**Final Exam Review**	**White Paper DUE: Apr 28** **Midterm Exam DUE: May 1**