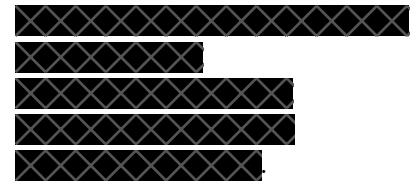


# LIBERAL DEMOCRACY IN AMERICA

## Kenyon College

**Instructor:** Zachary McGee, Ph.D.  
**Email:** [mcgee1@kenyon.edu](mailto:mcgee1@kenyon.edu)  
**Office Location:** Oden Hall 421  
**Course Number:** PSCI 200D  
**Credit Hours:** 0.50

**Class Time:**  
**Class Location:**  
**Office Hours:**



### Course Description & Learning Goals

Liberal Democracy in America provides an overview of the government of the United States (U.S.) from the time the English colonies first took root in the 17th century up until present day. The course is purposefully and explicitly interdisciplinary and seeks to equip students with the knowledge and skills to examine contemporary American politics. Throughout the course we will read primary sources including the U.S. Constitution and the Declaration of Independence. We will explore the passionate pleas for the ratification of the constitution made by the Founding Fathers in the Federalist Papers. Further still, we will examine the founders' contemporaries, and particularly consider Alexis de Tocqueville's classic work, *Democracy in America*, to get a sense for how this radical experiment in republican democracy was proceeding in its first few decades. Along the way we will consider the social state of antebellum America and the economics that shaped the young republic's politics.

In the middle of the course, we will turn to sources of influence in American politics today. We will consider what an engaged public looks like, how elections function, and what role money really does, and does not, play in politics. Further still, we will examine carefully how elites use informal institutions like political parties, interest groups, and lobbyists to blunt the popular will (or sometimes bolster it). In the final third of the class, we return to the political institutions we discussed in the founding era and consider how they operate today. A deep dive into the Congress, the presidency, the administrative state, and the judiciary yield a plethora of questions about the ways in which Madison's ideas about the separation of powers have warped, twisted, and bent to produce a stronger national government than he, or any of his contemporaries, could have ever imagined.

We will conclude the course by considering how policy is made in the United States today and what threats remain to the democratic republic. At the conclusion of this course, my hope is that you find yourself more effectively equipped to turn on the news, browse social media, or chat with your friends and family and instead of feeling despair, feeling hopeful. This course will prepare you to start to pierce through the rhetoric of politicians and politicos and uncover what their true motives are. Perhaps some of them truly care for the future of this republic. Others, surely do not. It's up to you to decide who stands where, but to do so with the knowledge derived from rich theoretical frameworks drawn from political science, history, philosophy, economics, law, public administration, and psychology.

Six learning goals shape the design of this course and by its conclusion students should have accomplished each of them. First, students will demonstrate a broad understanding of the major actors and institutions in the American political system and explain how they influence political outcomes. Second, students will compare, contrast, and apply the dominant theoretical frameworks used by political scientists to empirically understand the operation of the American political system. Third, students will analyze the fundamental tensions that underlie the constitution's design and its more recent operation as seen in contemporary debates and the behavior of institutions. Fourth, students will present and judge the insights of the Federalist Papers, Alexis de Tocqueville, and modern scholars as they apply to modern political debates over

representation, participation and the structure of political institutions. Fifth, students will hypothesize how contemporary political developments may impact the future strength of American liberal democracy. And, finally, students will learn to better read and dissect complex scholarly and political arguments and express their own thoughts and arguments clearly in both and written form.

### Course Expectations & Policies

I expect students to come to class prepared to engage the lecture material or the relevant discussion of the day. Policies about preparedness for class and the required materials to be successful are detailed below (in this section and beyond).

**Attendance:** A core part of your education at Kenyon College involves rigorous and spirited discussion of theory and evidence. This principle applies to this course thoroughly. Attendance will be taken at the start of each class. If you arrive late, see me at the conclusion of class to ensure your presence is recorded. All excused absences issued by the College will be respected and will not count against your attendance. This course meets three times a week and therefore students will be afforded three unexcused absences without penalty to their participation grade. These absences should be reserved for extraordinary circumstances, especially the case of unexpected illness. Since The Cox Health and Counseling Center does not issue notes for illness outside of major communicable illness or injury, minor illnesses cannot be verified and therefore should be the purpose for most, if not all, unexcused absences you utilize. Under extreme circumstances, I reserve the right to issue an excused absence. However, it would be unwise to expect an excused absence outside of College-verified circumstances.

Each absence beyond your initial three free absences will result in a partial letter-grade reduction in your participation grade. For example, if you earned a B for your participation grade, but missed three classes, you would receive a B- as your final participation grade. If you missed four classes, you would receive a C+, and so on. Please note further that Kenyon College's academic policies preclude students from missing more than 25% of classes without risk of expulsion from the course (i.e., 7 classes total).

**Late Submissions:** All assignments listed below (with the exception of the exams) are due at the beginning of class on the due date listed in the course schedule. All assignments are to be submitted online on Moodle. Assignments will **not** be accepted via email. In the absence of extreme circumstances (with documentation), assignments turned in after their due date will be accepted but penalized based on how late the submission is.

Each class day a submission is late will be penalized part of a letter grade (with the same logic as the penalty described above for attendance). For example, assume an assignment is due on Tuesday. If a student submits their work and it is evaluated as a C+ paper, but it is submitted on Wednesday, it would earn a C. If that same assignment was turned in on Thursday at 9 PM (or even Friday, Saturday, etc. until the next class day), it would earn a C-. Breaks in the academic calendar (e.g., Thanksgiving break) do not waive penalties. Penalties will accrue as if the class were meeting. **Assignments later than two weeks will be accepted only under extreme and unpredictable circumstances.**

**Grade Appeals:** I understand the pressure many students are under to succeed in every single course they take. I am happy to meet with any student during office hours to discuss the appeal of any grade earned **within seven days of the grade being posted.** If a student feels a grade has been evaluated incorrectly they should come prepared with a substantive argument about why they feel they should have earned additional points. Once the appeal has been made and I render my final decision the grade I assign will be final.

**Panic Policy:** As the semester wears on, you may find yourself in a situation where, due to multiple pressures on your time, you may consider taking a shortcut in order to turn in an assignment by the deadline (e.g., utilizing ChatGPT, reusing work from another class, etc.). If this is the case, the thing to do is to drop everything and contact me via email immediately regarding your situation. I can do my best to help relieve some of the pressure related to my class in a way that is equitable for the other students in the class as well. Always remember, to struggle is human, and I grade the assignments, not the person. However, I cannot do anything for you once you commit an act (knowingly or negligently) of academic dishonesty. So, again, if you find yourself in a panic, please get in touch with me—we will work through it together with no judgement.

**Written Work:** All written assignments should be turned in online via the course's Moodle webpage. All submitted work should be double-spaced in 12-point Times New Roman font. Page margins should be 1 inch on all sides. I will not accept work via email except under unexpected circumstances. Students should retain their own copy of all submitted work for at least one year following the completion of this course.

**Email & Appointments:** The best way to contact me during the semester is via email ([mcgeel@kenyon.edu](mailto:mcgeel@kenyon.edu)). I cannot promise to respond to any messages sent via Moodle. I respond to emails during regular business hours (i.e., Monday - Friday 9 a.m. - 5 p.m.) and strive to respond to all emails within 24 hours. I cannot promise replies at night or on weekends. If you would prefer to speak in person, and my regularly scheduled office hours conflict with your schedule, please let me know and we can set up an appointment that fits both of our schedules.

**Personal Pronoun Preference:** I will gladly honor any request to address students by a different name than what is listed on the official class roster. Please inform me of any preferred names, nicknames, or gender pronouns as early as possible so I can adopt them for the entirety of the semester and onward. For your reference, my pronouns are he/him/his. If there are further accommodations that will make you feel more comfortable in class, please come to office hours so we can discuss them.

### Course Materials:

This course has three required texts. I am agnostic about the format students choose to utilize when reading the text (i.e., eBook format is acceptable if available). I am sensitive to the realities of scholarly and textbook costs and because of this I have created PDF scans of all relevant books and articles to distribute

to all students for free via Moodle at least one week prior to the class date listed on the course schedule.

**Required:**

- Hamilton, Alexander, James Madison, and John Jay. [1787] 2008. *The Federalist Papers*. New York: Oxford University Press. ISBN: 9780192805928
- de Tocqueville, Alexis. [1835] 2000. *Democracy in America*. Eds. Mansfield, Harvey C. and Delba Winthrop. Chicago: University of Chicago Press. ISBN: 9780226805368
- Jones-Rogers, Stephanie E. 2020. *They Were Her Property: White Women as Slave Owners in the American South*. New Haven: Yale University Press. ISBN: 9780300251838

This is an intermediate-level course in political science. I do not assume deep knowledge of American politics or government for those enrolled. However, for students who have not had a high school level course in American government before, it may be useful to also acquire a reference text that explains the basics. I suggest the following text as sufficient for this purpose.

**Reference:**

- Lowi, Theodore J. et al. 2022. *American Government: Power and Purpose*. New York: W. W. Norton. ISBN: 978-1-324-03963-1

**Grading:**

Discussion Participation .....	15%
Constitution Paper .....	20%
Politics of Power Paper .....	25%
Oral Exam .....	20%
Final Exam .....	20%

All items listed above are detailed below. I do not round final grades as a matter of principle, but may consider doing so if a student demonstrates particular commitment or gumption throughout the semester. I will utilize the following cutoffs when evaluating grades:

A .....	93%
A- .....	90%
B+ .....	88%
B .....	83%
B- .....	80%
C+ .....	78%
C .....	73%
C- .....	70%
D+ .....	68%
D .....	64%
D- .....	60%
F .....	≤ 59%

**Description of Assignments**

**Discussion Participation: (15%)**

This course is organized chiefly as a seminar. This means most of our time together will involve discussion of assigned readings. A handful of topics will be delivered via lecture, however, when the topic proves to

be beyond the reasonable scope of reading for a course at this level (e.g., the particulars of the legislative process or the jurisprudence surrounding campaign finance). Whenever possible, class will include robust discussion of the foundational ideas of American government, as well as cutting-edge research that advances our contemporary understanding of the American political system. Students are expected to engage with discussions in class having come with the assigned materials already read. Students should expect to spend four to six hours maximum of reading per week. Please come to see me if you are taking longer to complete the readings, and/or if you are having a tough time understanding them.

To get full credit for participation in this class students will ask questions when necessary during lectures and contribute meaningful thoughts, arguments, and questions during the discussions of assigned readings. Moreover, fulfilling this participation requirement is not merely a matter of raising your hand every class, but demonstrating that when you do participate it is useful in clarifying a concept in lecture or advancing an argument in the discussion. The greatest benefit you can get from this class is not simply increased knowledge about American politics, but also hearing the perspectives of your peers and wrestling with arguments you might not agree with immediately.

An ideal classroom setting is one in which all members of the class feel comfortable speaking. To this end, I recognize that some students feel really comfortable speaking (a lot); these students may need to work on listening more, and potentially being more concise in their comments. For students who feel less comfortable speaking, this will require them to talk more. Discussions where everyone participates are far richer and beneficial to everyone in the class. Regardless of the amount one speaks, be considerate in the language used. Politics can lead to high temperature discussions; treat your peers how you would want to be treated and extend generosity to your peers who may choose their words hastily. I will work to create a safe and inclusive environment to the best of my ability, but ultimately respect for one another will result in the best environment for all.

### **Constitution Paper: (20%)**

The first third of this course is devoted to the founding era of the United States and the fundamental political ideas of the nation's founders. We will discuss, extensively, the road to the current United States Constitution and the socio-political and economic conditions that produced it. Beyond this, we will discuss what a constitution is from a theoretical standpoint and consider the ways in which the U.S. Constitution measures up as it approaches 250 years old in 2040. Equipped with this information, students will write a 3-5 page paper responding to the prompt below. Your paper should include a bibliography for any works cited.

Should the United States hold a constitutional convention to draft a new constitution? Justify your position by identifying the features that you perceive as working, or not working, effectively. If you do not think a constitutional convention is necessary, suggest at least one amendment that might address an issue you think could be handled better given contemporary political circumstances. If you do think a constitutional convention is necessary, be sure to consider who would be admitted into the convention and how that would affect the perceived legitimacy of this new document. Ideally, you will ground your arguments in texts from the class, although outside sources are acceptable and appropriate.

As this assignment is grounded in the early readings in the course, students are encouraged to meet with me in office hours early in the semester if they are struggling to understand the arguments being made or need help clarifying their thoughts. I will not summarize the article(s) for you, but I am happy to serve as a sounding board for your thoughts and nudge you in the right direction to stimulate an interesting discussion in class (and for your paper).

### **Politics of Power Paper: (25%)**

The summative assignment in this course is a 5-7 page paper that requires students to think critically

about the course retrospectively. The prompt for the paper is as follows. What source of influence matters most in American politics? Based on your answer to the first question, which institution is the most effective venue for seeking change in the American political system?

While this prompt suggests your answers to each question should link together, they do not necessarily need to. For example, one could argue that money in politics is the most influential source in American politics but also believe the most effective venue for policy change is the bureaucracy. Clearly it would be difficult, although not impossible, to suggest money in politics is the most important source when bureaucrats never run for office or publicly accept money from political sources. What matters most is that your answers to each question are rooted in the readings from class and demonstrate a sophisticated understanding of the exceptionally interconnected American political system. Be sure to provide justification for your answers from all parts of the class and not just the final two-thirds. History matters for understanding politics today and your answer should reflect that reality as well.

### **Oral Exam: (20%)**

The midterm exam for this course will be an oral exam. The exam will take place in my office throughout the week of September 25th. Students will have the opportunity to sign up for a time slot as soon as the introductory announcement is posted for the course on Moodle. The exam will focus on the first third of the class, which covers the founding era of the United States, the U.S. Constitution, and the Federalist Papers. Students will have access to approximately a dozen questions three weeks before exam week. The oral exam will be a subset of four questions from that list. Students should come prepared to discuss each question on the list and note that students will be asked different subsets of questions so that there is no advantage to signing up for a later time slot.

The exam will last approximately 15 minutes per student. Students will be permitted to bring one standard (i.e., 3" x 5") index card into the exam with them. The goal of the exam is to evaluate the extent to which students comprehend the major themes of the founding era and the fundamentals of the American political system. The questions will **not** be of the following variety: "In which Federalist Paper did Madison say XYZ?" Rather, students should expect questions more along the lines of "What role does the separation of powers play in protecting against the tyranny of the majority?" Students should, however, be prepared to provide specific evidence from texts we read in class. This does not mean if students do not quote directly from James Madison they will not pass. It does mean, however, that exceptional performance on the exam might include specific examples accompanied by which Federalist paper the context is from.

### **Final Exam: (20%)**

The final exam will be composed of multiple choice questions and other short answer questions (e.g., fill in the blank, respond in two sentences to a question, etc.). The exam will cover all content from the second two sections of the course (i.e., anything from the sections on sources of influence and political institutions). The exam will be closed-note and must be completed independently. The exams in this course are not cumulative, but building knowledge about American politics throughout the course will certainly aid students in performing better as the course proceeds.

Short of extraordinary circumstances, you will not be allowed to make up exams in this course. If you have planned circumstances that you believe qualify as extraordinary (e.g., a non-flexible academic or university-sanctioned commitment), you must contact me regarding these circumstances *at least two weeks in advance* of the exam in question. Otherwise, students will only be allowed to make up an exam in the event of extreme and unpredictable circumstances (e.g., a hospitalization or a sudden death in the family) and then only if documentation is provided will a make up exam be scheduled.

### **College Statements and Policies**

**Academic Integrity:**

At Kenyon College we expect all students, at all times, to submit work that represents our highest standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words they have drawn upon (see Academic Honesty and Questions of Plagiarism in the Course Catalog). Ignorance and carelessness are not excuses for academic dishonesty.

I expect everyone to conduct themselves with integrity and honesty in this class. All of the work you do in this class must be your own original work. Please don't cheat. Don't plagiarize. Don't take short cuts. All of the work that you submit in this course must have been *written for this course and not another, and must originate with you in form and content* with all sources fully and specifically cited.

If you commit an act of academic dishonesty, I am bound to follow the procedures outlined in the Kenyon College Faculty Handbook. The Handbook describes what constitutes academic honesty and penalties for violation. If you have a question about what is considered plagiarism or how to cite sources properly, come talk to me or visit the Writing Center.

**Accessibility Accommodations:**

Kenyon College values diversity and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessments of this course, you are encouraged first to contact the office of Student Accessibility and Support Services (SASS) by emailing [sass@kenyon.edu](mailto:sass@kenyon.edu), then to meet with the instructor to discuss accommodation options or adaptations.

**Title IX:**

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of harassment, discrimination, and intimate partner violence and stalking. Meaning, I must report any such discussion to the Civil Rights/Title IX coordinator. I cannot keep information involving sexual harassment, sexual misconduct, interpersonal violence, or any other form of harassment or discrimination based on a protected characteristic, confidential. The Health and Counseling Center, the College chaplains, and the staff at New Directions Domestic Abuse Shelter & Rape Crisis Center are confidential resources.

**Land Acknowledgement Statement:**

Kenyon College acknowledges that the lands on which we live, work, celebrate, and heal are the ancestral homelands of the Miami, Lenape, Wyandotte, and Shawnee peoples, among others. The disputed Treaty of Greenville (1795) and the forced removal of Indigenous peoples from this region allowed for the founding of the College in the early 1800s. As a community, we are committed to confronting this dark past while also embracing through education and outreach the many Indigenous communities that continue to thrive in Ohio.

**Copyright of Course Materials:**

Course materials created by the faculty instructor such as slide presentations, handouts, assignments, outlines, quizzes, tests, and classroom recordings are protected by copyright law. You may share these materials with other students enrolled in the course. You may not reproduce, distribute, or display course materials

for anyone outside of the class without the faculty member's explicit, written consent. Students are not permitted to record class sessions without the permission of the instructor.

**Course Outline:**

The table below shows the course outline, including reading assignments, assignment deadlines, and the dates for all exams. Everything is required unless otherwise noted. All non-book readings will be available on Moodle. You should do each day's readings before that day's class.



Date	Topic	Readings Due/Notes
F 8/25	<i>Course Introduction</i>	- Syllabus
SECTION I	EARLY AMERICAN SOCIETY	& THE FOUNDERS' POLITICAL IDEAS
M 8/28	<i>English Society in the American Colonies</i>	- Tocqueville, Volume I, Part I, Chapter 2 - Schlesinger, Arthur M. 1962. "The Aristocracy in Colonial America." <i>Proceedings of the Massachusetts Historical Society</i> . 3(74): 3-21.
W 8/30	<i>Slavery and Capitalism in the American Colonies</i>	- Jones-Rogers, Introduction and Ch 1 - Wright, Gavin. 2006. <i>Slavery and American Economic Development</i> . Louisiana State University Press. Introduction and Ch 1
F 9/1	<i>Revolution, War, and a New Start</i>	- The Declaration of Independence - Jasanoff, Maya. 2007. "Loyal to a Fault." <i>The New York Times Magazine</i> . July. - Scribner, Vaughn. 2022. "A Royal in Revolutionary America: Prince William Henry and the Fall of the British Empire in Colonial America." <i>Early American Studies</i> Spring: 305-338.
M 9/4	<i>What is a Constitution and How Long Should One Endure?</i>	- Elkins, Zachary, Tom Ginsburg, and James Melton. 2009. <i>The Endurance of National Constitutions</i> . Cambridge University Press. Ch 1, Ch 2
W 9/6	<i>The Articles of Confederation and the Debate to Replace Them</i>	- Articles of Confederation - Federalist Papers Nos. 1, 2, 6, 15, 21, 22 - Brutus II (of the Anti-Federalist Papers)
F 9/8	<i>The Great Compromise and The United States Constitution</i>	- Waldstreicher, David. 2010. <i>Slavery's Constitution: From Revolution to Ratification</i> . Macmillan. Prologue, Ch 2 - The U.S. Constitution - Federalist Papers Nos. 23, 84
M 9/11	<i>The United States as a Republic</i>	- Federalist Papers No. 39, 54, 56, 62, 63
W 9/13	<i>The United States as a Republic?</i>	- Federalist Paper No. 10 - Zug, Charles U. 2021. "Creating a Demagogue: The Political Origins of Daniel Shays's Erroneous Legacy in American Political History" <i>American Political Thought</i> . 10(4). - Tocqueville, Volume I, Part II, Chapter 5, p. <b>187-202 and 210-220 ONLY</b>

Date	Topic	Readings Due/Notes
F 9/15	<i>Separation of Powers and Checks and Balances</i>	<ul style="list-style-type: none"> <li>- Federalist Paper No. 48</li> <li>- McConnell, Michael W. 2020. <i>The President Who Would Not Be King: Executive Power under the Constitution</i>. Princeton University Press. Ch 1.</li> <li>- Miller, Lisa L. 2023. "Checks and Balances, Veto Exceptionalism, and Constitutional Folk Wisdom: Class and Race Power in American Politics." <i>Political Research Quarterly</i>.</li> </ul>
M 9/18	<i>The Advent and Evolution of Federalism</i>	<ul style="list-style-type: none"> <li>- Federalist Papers No. 17, 45</li> <li>- Kettl, Donald F. 2020. <i>The Divided States of America: Why Federalism Doesn't Work</i>. Princeton University Press. Ch 3, Ch 5</li> </ul>
W 9/20	<i>Civil Rights in Antebellum America</i>	<ul style="list-style-type: none"> <li>- Tocqueville, Volume II, Part III, Chapter 12</li> <li>- Jones-Rogers Ch 2</li> <li>- Tate, Gayle T. 1998. "Free Black Resistance in the Antebellum Era, 1830 to 1860." <i>Journal of Black Studies</i> 28(6): 764-782.</li> </ul>
F 9/22	<i>The Evolution of Civil Rights</i>	<ul style="list-style-type: none"> <li>- Stanley, Amy Dru. 2018. "Chapter 5, The Sovereign Market and Sex Difference: Human Rights in America" in <i>American Capitalism: New Histories</i> Eds. Beckert and Desan. Columbia University Press.</li> <li>- Alexander, Michelle. 2012. <i>The New Jim Crow</i>. The New Press. Introduction</li> <li>- Alexander, Michelle. 2018. "The Newest Jim Crow." <i>The New York Times</i>.</li> </ul>
SECTION II	SOURCES OF INFLUENCE IN THE	AMERICAN POLITICAL SYSTEM
M 9/25	<i>Deciding How to Decide</i>	<ul style="list-style-type: none"> <li>- Downs, Anthony. 1957. <i>An Economic Theory of Democracy</i>. Harper. Ch 1, <b>p. 1-11 ONLY</b></li> <li>- Jones, Bryan D. 1994. "A Change of Mind or a Change of Focus? A Theory of Choice Reversals in Politics." <i>Journal of Public Administration Research and Theory</i>. 4(2): 141-177. <b>p. 141-146 ONLY</b></li> <li>- Tversky, Amos and Daniel Kahneman. 1974. "Judgment under Uncertainty: Heuristics and Biases." <i>Science</i>. 185(4157): 1124-1131.</li> <li>- <b>Midterm Oral Exam Week</b></li> </ul>
W 9/27	<i>Representation and Aggregate Public Opinion</i>	<ul style="list-style-type: none"> <li>- Tocqueville, Volume I, Part II, Chapter 7</li> <li>- Soroka, Stuart N. and Christopher Wlezien. 2010. <i>Degrees of Democracy: Politics, Public Opinion, and Policy</i>. Cambridge University Press. Ch 1</li> <li>- <b>Midterm Oral Exam Week</b></li> </ul>

Date	Topic	Readings Due/Notes
F 9/29	<i>Pathways to Public Opinion</i>	<ul style="list-style-type: none"> <li>- Luskin, Robert C. 1987. "Measuring Political Sophistication." <i>American Journal of Political Science</i>. 31(4): 856-899.</li> <li>- Tyler, Matthew and Shanto Iyengar. 2023. "Learning to Dislike Your Opponents: Political Socialization in the Era of Polarization." <i>American Political Science Review</i> 117(1): 347-354.</li> <li>- Moniz, Philip R. 2023. "Facts in Context: Problem Perceptions, Numerical Information, and Policy Attitudes." <i>American Politics Research</i> 51(3): 315-326.</li> </ul> <p><b>315-317 ONLY</b>  <b>- Midterm Oral Exam Week</b></p>
M 10/2	<i>American Media: from Printing Press to Internet Post (and Beyond)</i>	<ul style="list-style-type: none"> <li>- LISTEN: "Is Fox News Really All That Powerful? A debate over who has power in American society." on <i>The Argument</i> podcast by <i>The New York Times</i> Opinion Section (34 mins)</li> <li>- Halpern, Sue. 2023. "Congress Really Want to Regulate A.I. But No One Seems to Know How." <i>The New Yorker</i>.</li> </ul>
W 10/4	<i>Political Parties and the U.S. Party System</i>	<ul style="list-style-type: none"> <li>- Aldrich, John H. 2011. <i>Why Parties? A Second Look</i> University of Chicago Press. Ch 1</li> <li>- Drutman, Lee. 2018. "How much longer can the two-party system hold?" <i>Vox</i>.</li> </ul> <p><b>- Constitution Paper Due</b></p>
F 10/6	<i>October Break</i>	- NO CLASS
M 10/9	<i>Interest Groups and Associations: Policies Make Politics</i>	<ul style="list-style-type: none"> <li>- Tocqueville, Volume II, Part II, Chapter 5</li> <li>- Skocpol, Theda, Marshall Ganz, and Ziad Munson. 2000. "A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States" <i>American Political Science Review</i>. 94(3): 527-546.</li> </ul> <p><b>527-528 and Table 2 on p.531 ONLY</b></p> <ul style="list-style-type: none"> <li>- Jones, Bryan D., Sean M. Theriault, and Michelle Whyman. 2019. <i>The Great Broadening: How the Vast Expansion of the Policymaking Agenda Transformed American Politics</i>. University of Chicago Press. Ch 12.</li> </ul>
W 10/11	<i>Worlds Colliding: Parties as Networks of Groups</i>	<ul style="list-style-type: none"> <li>- Bawn, Kathleen, et al. 2012. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics" <i>Perspectives on Politics</i> 10(3): 571-597.</li> <li>- Fagan, E.J., Zachary A. McGee, and Herschel F. Thomas. 2021. "The Power of the Party: Conflict Expansion and the Agenda Diversity of Interest Groups." <i>Political Research Quarterly</i> 74(1): 90-102.</li> </ul>

Date	Topic	Readings Due/Notes
F 10/13	<i>Lobbying in American Politics</i>	<ul style="list-style-type: none"> <li>- LaPira, Timothy M. and Herschel F. Thomas. 2017. <i>Revolving Door Lobbying: Public Service, Private Influence, and the Unequal Representation of Interests</i>. University Press of Kansas. Ch 1 - <b>p. 1-17 ONLY</b>, Ch 2</li> <li>- Drutman, Lee. 2015. "What we get wrong about lobbying and corruption." <i>The Washington Post</i>.</li> </ul>
M 10/16	<i>The Basics of Congressional Campaigns and Elections</i>	
W 10/18	<i>Partisanship in Congressional Elections</i>	<ul style="list-style-type: none"> <li>- Lee, Frances E. 2016. <i>Insecure Majorities: Congress and the Perpetual Campaign</i>. University of Chicago Press. Ch 1</li> <li>- Canes-Wrone, Brandice and Kenneth M. Miller. 2021. "Out-of-District Donors and Representation in the US House." <i>Legislative Studies Quarterly</i></li> </ul>
F 10/20	<i>District Lines, Bias, and Ballot Access in Congressional Elections</i>	<ul style="list-style-type: none"> <li>- Stephanopoulos, Nicholas O. and Christopher Warshaw. 2020. "The Impact of Partisan Gerrymandering on Political Parties." <i>Legislative Studies Quarterly</i> 45(5): 609-643.</li> <li>- Wines, Michael. 2023. "Supreme Court Gives the Voting Rights Act a Tenuous New Lease on Life." <i>The New York Times</i>.</li> </ul>
M 10/23	<i>Presidential Elections, Term Limits, and the Electoral College</i>	<ul style="list-style-type: none"> <li>- Alexander, Robert M. 2019. <i>Representation and the Electoral College</i>. Oxford University Press. Ch 1</li> <li>- Korzi, Michael J. 2019. "Chapter 20, The Politics of Presidential Term Limits in the United States." in <i>The Politics of Presidential Term Limits</i>. Eds. Baturo and Elgie. Oxford University Press.</li> </ul>
W 10/25	<i>The Mechanics of Money in Politics</i>	
F 10/27	<i>The Role of Money in Politics and Questions of Reform</i>	<ul style="list-style-type: none"> <li>- Allard, Nicholas W. 2016. "A Landmark Decision Turns Forty: A Conversation on <i>Buckley v. Valeo</i>." <i>Journal of Law and Policy</i> 25(1): 11-14.</li> <li>- Buckley, James L. 2016. Ibid.</li> <li>- Kilborn, Mitchell and Arjun Vishwanath. 2022. "Public Money Talks Too: How Public Campaign Financing Degrades Representation." <i>American Journal of Political Science</i>. 66(3): 730-744.</li> </ul>
SECTION III	AMERICAN POLITICAL	INSTITUTIONS AND PROCESSES
M 10/30	<i>The Structure and Role of Congress</i>	- Article I of the U.S. Constitution
W 11/1	<i>The Legislative Process Before Contemporary Polarization</i>	

Date	Topic	Readings Due/Notes
F 11/3	<i>Representation and Evaluations of Congress</i>	- Fenno, Richard J. 1977. "U.S. House Members in Their Constituencies: An Exploration." <i>The American Political Science Review</i> 71(3): 883-917. <b>p. 883-890 ONLY</b>
M 11/6	<i>Congress as an Institution</i>	- Shepsle, Kenneth A. 2010. <i>Analyzing Politics: Rationality, Behavior and Institutions</i> . 2nd Edition. W.W. Norton. <b>p. 355-357 ONLY</b> - Schickler, Eric. 2001. <i>Disjointed Pluralism: Institutional Innovation and the Development of the U.S. Congress</i> . Princeton University Press. Ch 1 <b>p. 3-12 ONLY</b>
W 11/8	<i>Policymaking and Power in Congress Today</i>	- Curry, James M. 2015. <i>Legislating in the Dark: Information and Power in the House of Representatives</i> . University of Chicago Press. Ch 8 - Lewallen, Jonathan, Sean M. Theriault, and Bryan D. Jones. 2016. "Congressional dysfunction: An information processing perspective" <i>Regulation &amp; Governance</i> 10: 179-190. - Fagan, E.J. and Zachary A. McGee. 2020. "Yes, Congress Does Consult Non-Partisan Experts." <i>3Streams</i> .
F 11/10	<i>The Presidency as an Institution</i>	- Article II of the U.S. Constitution - Skowronek, Stephen. 2011. <i>Presidential Leadership in Political Time: Reprise and Reappraisal</i> . Second Edition. University Press of Kansas. Ch 1
M 11/13	<i>The President, the Public, and Policymaking</i>	- Edwards III, George C. 2021. <i>Changing Their Minds? Donald Trump and Presidential Leadership</i> . University of Chicago Press. Ch 3 - Djourelouva, Milena and Ruben Durante. 2022. "Media Attention and Strategic Timing in Politics: Evidence from U.S. Presidential Executive Orders." <i>American Journal of Political Science</i> 66(4): 813-834. <b>813-817 ONLY</b>
W 11/15	<i>The President's Influence Beyond American Shores</i>	- Jett, Dennis. 2021. "Op-ed: Want to be a US ambassador? Pay up." <i>The Washington Diplomat</i> . - Hartung, William D. 2001. "Eisenhower's Warning the Military-Industrial Complex Forty Years Later." <i>World Policy Journal</i> . 18(1): 39-44. <b>p. 39-40 ONLY</b> - Donnelly, John M. 2023. "Watershed \$1 trillion defense budget on the horizon." <i>Roll Call</i> .

Date	Topic	Readings Due/Notes
F 11/17	<i>The Fourth Branch? The American Federal Bureaucracy</i>	- Skowronek, Stephen. 1982. <i>Building a New American State: the Expansion of National Administrative Capacities, 1877-1920</i> . Cambridge University Press. Ch 1
M 11/20	<i>Thanksgiving Break</i>	- NO CLASS
W 11/22	<i>Thanksgiving Break</i>	- NO CLASS
F 11/24	<i>Thanksgiving Break</i>	- NO CLASS
M 11/27	<i>Policy Implementation in the United States</i>	- Cohen, Nissim and Neomi F. Aviram. 2021. "Street-level bureaucrats and policy entrepreneurship: When implementers challenge policy design." <i>Public Administration</i> 99: 427-438. - Geraghty, Jim. 2021. "The Federal Bureaucracy Will Never Be an Effective Tool for Conservative Goals." <i>The National Review</i> .
W 11/29	<i>The Federal Judiciary</i>	- Article III of the U.S. Constitution
F 12/1	<i>Judicial Supremacy's Logic and Toolkit</i>	- Federalist Paper No. 78 - Devins, Neal. 2017. "Why Congress Does Not Challenge Judicial Supremacy." <i>William &amp; Mary Law Review</i> . 58(5): 1495-1548. - Brown, Rebecca L. and Lee Epstein. 2023. "Is the US Supreme Court a reliable backstop for an overreaching US president? Maybe, but is an overreaching (partisan) court worse?" <i>Presidential Studies Quarterly</i> 53: 234-255.
M 12/4	<i>Pathways to the Federal Bench and the Politics of Lifetime Tenure</i>	- Bird, Christine C. and Zachary A. McGee. 2021. "Going Nuclear: Federalist Society Affiliated Judicial Nominees' Prospects and a New Era of Confirmation Politics." <i>American Politics Research</i> 51(1): 37-56. - Sieja, James A. 2023. "How You Rate Depends on Who Investigates: Partisan Bias in ABA Ratings of US Courts of Appeals Nominees, 1958-2020." <i>Political Research Quarterly</i> . p. 1-2 <b>ONLY</b> - Kaplan, Joshua, Justin Elliott and Alex Mierjeski. 2023. "Clarence Thomas and the Billionaire." <i>ProPublica</i> . - VanSickle, Abbie. 2023. "Chief Justice Declines to Testify Before Congress Over Ethics Concerns." <i>The New York Times</i> . - REVIEW: Federalist Paper No. 78

<p>W 12/6</p>	<p><i>Threats to American Democracy: Rhetoric, Violence, and the Separation of Powers</i></p>	<ul style="list-style-type: none"> <li>- Zug, Charles U. 2022. <i>Demagogues in American Politics</i>. Oxford University Press. Ch 1</li> <li>- Vigdor, Neil. 2022. "Survey Looks at Acceptance of Political Violence in U.S." <i>The New York Times</i>.</li> <li>- Westwood, Sean J. et al. 2022. "Current research overstates American support for political violence." <i>The Proceedings of the National Academy of Sciences</i>. 119(12). <b>p. 1-2 ONLY</b></li> </ul>
<p>F 12/8</p>	<p><i>Threats to American Democracy: Corruption, Gridlock, and an Inept Public</i></p>	<ul style="list-style-type: none"> <li>- Grossmann, Matt. 2018. "Voters Like A Political Party Until It Passes Laws." <i>FiveThirtyEight</i>.</li> <li>- Samuels, Alex. 2023. "Why Dianne Feinstein Might Actually Have To Resign." <i>FiveThirtyEight</i>.</li> <li>- Mesiya, Sana. 2021. "Failures of the STOCK Act and the Future of Congressional Insider Trader Reform." <i>American Criminal Law Review</i>. 58.</li> </ul>
<p>F 12/15</p>	<p><b><i>Final Exam</i></b></p>	<ul style="list-style-type: none"> <li>- The final exam will be held in our regular classroom at 1:30 pm.</li> <li>- <b>Politics of Power Paper due</b></li> </ul>
		<p><i>Note: This syllabus is subject to change at any time without written notice. Changes will likely be announced in class and via Moodle, but it is your responsibility to verify that you always have the most current version of the syllabus for this course.</i></p> <p style="text-align: right;"><i>Version: 08-29-23</i></p>