**POLITICAL SCIENCE 307 – Section 1**

**The Scope of American Politics**

**Fall, 2021**

**COURSE INFORMATION**

**COURSE MEETING:** Monday, Wednesday, and Friday, 12:00 – 12:50, in **AOC2, #214**

**INSTRUCTOR:** Dr. Mikel Norris

**OFFICE:** Brittain Hall #356

**OFFICE HOURS:** Tuesday and Thursday, 10:00am – 1:00pm, and by appointment

* Please contact me via email to arrange face-to-face meetings on Microsoft Teams

**E-MAIL and PHONE:** [mnorris1@coastal.edu](mailto:mnorris1@coastal.edu) / (843) 349-4033

**INTRODUCTION**

***Catalog Description***

POLI 307 The Scope of American Politics (3) (Prereq: POLI 200 and POLI 201; or permission of the instructor) An in-depth exploration of the two major fields of study in American politics: political institutions and political behavior. Topics covered include the executive, legislative, and judicial branches of government in addition to political parties, voting behavior, public opinion, and interest groups.

***Course Objectives***

1. Understand the major research traditions in the studies of political institutions and political behavior
2. Understand general theories about political institutions and political behavior.
3. Understand current controversies and problems in the studies of political institutions and political behavior.
4. Be able to describe the state of the discipline (that is, the state of current research) with regards to the study of political institutions and political behavior.

***Student Learning Outcomes***

Upon successful completion of the course, students are expected to be able to:

1. Explain the scope, significance, and changing patterns of institutions and behavior in the American political system.
2. Identify the major research traditions and theoretical approaches that structure the study of American politics.
3. Explain current political issues utilizing knowledge of political institutions and political behavior.
4. Demonstrate your ability to communicate your knowledge of the discipline of political science, especially as it pertains to American political institutions and American political behavior.

**NOTE: There is a lot of reading in this course. If you do not read the assigned material you WILL NOT pass this course.**

**BOOKS and SUPPLEMENTARY MATERIALS**

The following required book is available for purchase at the University Bookstore:

* Mayhew, David. 1974. *Congress: The Electoral Connection, 2nd Edition.* New Haven, CT: Yale University Press.(ISBN: 978-0-300-10587-2)

Most of the reading material for this course will be articles from different political science journals. It is the student’s responsibility to retrieve these articles. Most of them can be found on JSTOR. I will show students how to retrieve these articles in class. Book chapters and some of the assigned articles are not available on JSTOR or other databases. I will post these readings on Moodle.

**ASSIGNMENTS**

The assignments for the course are listed below:

* **MID-TERM EXAMINATION:**The mid-term examination will be in essay format and will be a take-home exam. It will be worth 20% of your final grade. The midterm must be turned in via Turnitin on the course Moodle page no later than **11:59pm, Friday, October 15th.**
* **FINAL EXAMINATION:**The final examination will be in the same format as the mid-term examination and will also be a take-home exam. It will be worth 25% of your final grade. The final must be turned in via Turnitin on the course Moodle page no later than **4pm on Wednesday, December 8th.**
* **LITERATURE REVIEW:**Detailed instructions of this assignment will be handed out later in class. Students will select and write a literature review on a given topic discussed in class. The paper must be at least eight (8) full pages in length. The literature review will be worth 25% of your final grade. The literature review must be turned in via Turnitin on the course Moodle page no later than **1pm, Friday, November 19th.**
* **POP-QUIZZES:**Pop quizzes will be worth 15% of your final grade. The quizzes will be in short-answer format and will be based on the readings. They will be assigned at the discretion of the professor to ensure that students are reading the course material and attending class.
* **CLASS PARTICPATION:** Class participation will be worth 15% of your final grade. Your class participation will be based on attendance, actual participation in class discussion, grades on pop quizzes if discussion does not meet my expectations, and cell phone usage.

**GRADING**

A total of 500 points can be earned in this class. You will earn points as follows:

* Midterm Examination: 100 points
* Final Examination: 125 points
* Literature Review: 125 points
* Pop-Quizzes: 25 points (each)
* Class Participation: 75 points

Your grade will be based on the following calculations:

* A (90% - 100%) = 450-500 points
* B+ (88% - 89.99%) = 438-449.99 points
* B (80% - 87.99%) = 400-437.99 points
* C+ (78% - 79.99%) = 388-399.99 points
* C (70% - 77.99%) = 350-387.99 points
* D+ (68% - 69.99%) = 338-349.99 points
* D (60% - 67.99%) = 300-337.99 points
* F (0% - 59.99%) = 299.99 points or less

**POLICIES**

**Class Attendance:** It should be common knowledge that students who attend class and participate in class discussion perform better on tests and quizzes and ultimately receive higher grades. Class attendance for this course is mandatory. Attendance will be taken for every class. Attendance is part of your class participation grade. Each student is allowed to miss two classes that will not count toward their class participation grade. I will deduct five (5) points from your class participation grade for every unexcused absence thereafter.

Per University policy, I reserve the right to fail any student who is absent for more than 25% of regularly scheduled classes. This comes out to missing eight (8) or more courses for a Monday, Wednesday, Friday course.

I only excuse absences for **FOUR** circumstances, which are deemed acceptable by Coastal Carolina University:

* University representation
* Death of an immediate family member
* Religious observance
* Incapacitating illness

The key word in the last excuse is **incapacitating.** Merriam-Webster’s Dictionary defines incapacitating as “unable to work, move, or function in the usual way.” So, a cold is not incapacitating, a tummy-ache is not incapacitating, etc. etc. etc. I will only accept as incapacitating illness different illnesses requiring you to have extensive bedrest, hospital stay, or quarantine. This includes COVID-related illness. Please see below.

**DO NOT** bring me doctors’ excuses or other forms of verification for missing class unless your absence occurs on a test or a quiz day, and the notification must be presented **before** the test or quiz. Be aware that **just because you bring me a doctor’s note does not mean I will count your absence as excused.** If you are truly sick, or are going to miss time due to a death in the family, please fill out an **Attendance Notification Request Form.** This form can be found on the Dean of Students’ website:

<https://www.coastal.edu/deanofstudents/attendancenotificationforstudents/>

When you submit this form, the Dean of Students’ Office will send notification of the reason for absence to **all** of your professors. It’s the easiest and most effective way to let your professors and others know that you will be missing class. **I am more likely to accept this verification of an excused absence than I am a doctor’s note.**

For further information on the rights and responsibilities of students and professors regarding class attendance, please see policy **ACAD-125** on the University’s Policies webpage:

<https://www.coastal.edu/policies>

**Class Participation:** Class participation is also important for class success. All students should come to class prepared to discuss the materials to be covered for each lecture. Class preparation includes reading and thinking critically about all class material. Students should also be prepared to ask questions about material they do not understand, answer questions during class, and make appropriate comments and insights that will benefit and enhance class discussion. Students who meet all of these criteria may receive extra points when their final grade is calculated. Assignment of these points will be made at the discretion of the instructor.

Students are also asked to speak and act appropriately during class. This includes not talking to other students in a disruptive manner during class, or making inappropriate comments toward other students**. Cell phones should also not be used during class.** They are disruptive to the instructor and other students. 3 points will be deducted from a student’s class participation grade each time I see a student using their cell phone in class. Depending on circumstances, more points may be deducted, and I will ask the student to leave the class.

I would ask all students to think of their participation grade as a clean slate. Everyone has a 100% on the first day of class. If you regularly attend class, come to class prepared, participate in discussion and don’t use your cell phone, you will get a 100% participation grade. If you don’t exhibit these behaviors, your grade will drop. It will ultimately be up to you what this final grade will be.

**Academic Integrity and Code of Conduct:** Cheating and plagiarism are wrong and I do not like it. It is unfair to other students. Furthermore, it reflects very poorly on your character. Cheating carries with it a severe penalty, and may even lead to expulsion from the university. **DON’T DO IT.** It is wrong and will not be tolerated. Those caught cheating (e.g., looking at someone else’s paper during a quiz; plagiarizing someone else’s work, regardless of whether it is another scholar or another student; turning in a paper you’ve submitted for another course; consulting previously-taken tests/quizzes; etc.) in this class will receive a zero for that assignment and be reported to the University Academic Integrity Officer. Further action may be considered based on the extent and severity of the offense. If further action is pursued, I will request the student receive a grade of **Fx** for the course.

Coastal Carolina University operates under a Code of Student Conduct, which governs both academic and social conduct. The Code of Student Conduct may be reviewed here:

<https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/deanofstudents/2020-2021%20Code%20of%20Student%20Conduct.pdf>

Per the Code of Student Conduct, all students at Coastal Carolina pledge to oppose all instances of academic dishonesty. Plagiarism is listed as the second form of prohibited conduct in the Code of Conduct behind personal behavior. This should make clear the importance of not engaging in this type of activity. Students may talk to me privately if they have any questions or concerns involving cheating and plagiarism.

**Late Assignment Policy:** I will not tolerate late assignments. Students who miss pop quizzes will not be able to make them up unless they are missed for a University-excused absence (see above). All papers (whether exam or literature review) will be considered late if they are not turned in on time and will immediately be deducted ten points, no matter the excuse. I will deduct another five points for the literature review and final if they are not turned in by the end of the day. Five points will be deducted each day the assignment (literature review, midterm, or final) is not turned in thereafter.

**Students with Disabilities:** I am committed to making all necessary accommodations for students with verified disabilities. However, it is the responsibility of *the student* to begin the accommodation process. I will not make accommodations unless the student provides me with verification of disability and supplies the proper paperwork to me in a timely fashion so I can accommodate them. Students with disabilities are urged to contact the Office of Accessibility and Disability Services ((843) 349-2503) to learn more about the rights and responsibilities of disabled students attending Coastal Carolina University.

**Hurricanes:** This course will move completely to an online format in the event of a hurricane evacuation. If we only miss one or two classes but do not evacuate, I will redirect students to online lectures in Moodle, and we won’t miss any class time. If we are evacuated, I will post revised assignments and due dates for those assignments, if needed. Classes will be suspended until further instruction from the University is given. At that point, we will resume either asynchronous lectures, or synchronous lectures on Microsoft Teams, depending on the circumstances. You will need to regularly check your email in the event of a hurricane evacuation. You will receive a lot of email from the University and from your professors if there is one, and it is your responsibility to know what’s going on. **It is also your responsibility to bring all of your school materials with you in the case of an evacuation.** Let’s hope we have a light hurricane season this year!

**COVID-19:** Individual students affected by COVID-19 need to refer to my absence policy detailed above. Students who are quarantined because of COVID-19 will still be able to stay on pace with the rest of the class via the recorded lectures on Moodle. It will be that student’s responsibility to stay on pace with the rest of the class. I would also recommend that student’s affected by COVID-19 stay in contact with me via email and Microsoft Teams so I can help you through the inevitable difficulties that will arise from missing a lot of class time.

Be aware that I take all reports of students becoming ill with COVID-19 *very* seriously. If you tell me you are missing class time due to COVID-19, I will contact Student Health Services personally to make sure they are aware of the situation. If you use COVID-19 as an excuse for missing class, you can expect for the University to place you in quarantine and compel you to undergo COVID-19 testing as a price for using that excuse.

In the event of a COVID-19 spread that affects the entire campus and we are evacuated or moved to a distance learning format, we will move our courses online as outlined in the Hurricane Policy listed above and proceed on schedule.

**Course Withdraw:** The last day to withdraw from this course without it affecting your program evaluation and GPA (and financial aid) is Thursday, September 16. Students who withdraw after that date will receive a WF for the course.

**Incompletes:** Incompletes will not be given except in extraordinary and well-documented circumstances.

**\*\*\*\*\*\*THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THE**

**SYLLABUS DURING THE COURSE OF THE SEMESTER. ANY CHANGES WILL BE**

**DISCUSSED BEFOREHAND\*\*\*\*\*\***

**COURSE SCHEDULE and ASSIGNMENTS**

WEDNESDAY, AUGUST 18………………………………………………....COURSE INTRODUCTION

FRIDAY, AUGUST 20 & MONDAY, AUGUST 23…………….THE STUDY OF AMERICAN POLITICS

WEDNESDAY, AUGUST 25 & FRIDAY, AUGUST 27…………………..POLITICAL SOCIALIZATION

* Jennings, Kent M; Laura Stoker, and James Bowers. 2009. “Politics across Generations: Family Transmission Reexamined.” *Journal of Politics.* 71:3. 782-799.
* Sears, David O; and Carolyn M. Funk. 1999. “Evidence of the Long-Term Persistence of Adults’ Political Predispositions.” *Journal of Politics.* 61:1. 1-28.

MONDAY, AUGUST 30 & WEDNESDAY, SEPTEMBER 1………………….POLITICAL COGNITION

* McGraw, Kathleen; Milton Lodge, and Patrick Stroh. 1990. “On-line Processing in Candidate Evaluation: The Effects of Issue Order, Issue Importance, and Sophistication.” *Political Behavior.* 12:1. 41-58.
* Lau, Richard; and David Redlawsk. 2001. “Advantages and Disadvantages of Cognitive Heuristics in Political Decision Making.” *American Journal of Political Science.* 45:4. 951-971.

FRIDAY, SEPTEMBER 3 & WEDNESDAY, SEPTEMBER 8……………….PARTY IDENTIFICATION

* Campbell, Angus; Philip Converse, Warren Miller, and Donald Stokes. 1960. *The American Voter.* Chicago, IL: University of Chicago Press. **Chapters 6 & 7 (Available on Moodle)**
* Miller, Warren. 1992. “Generational Changes and Party Identification.” *Political Behavior.* 11:3. Special Issue on Party Identification. 333-352.
* **MONDAY, SEPTEMBER 6: LABOR DAY (NO CLASSES)**

FRIDAY, SEPTEMBER 10 thru WEDNESDAY, SEPTEMBER 15……………………PUBLIC OPINION

* Converse, Philip. 1964. “The Nature of Belief Systems in Mass Publics.” In *Ideology and Discontent.* David Apter, ed. New York, NY: Free Press. **(Available on Moodle)**
* Zaller, John. 1992. *The Nature and Origins of Mass Opinion.* Cambridge: Cambridge University Press. **Chapters 1, 2 & 3 (Available on Moodle)**
* Jacoby, William. 2000. “Issue Framing and Public Opinion on Government Spending.’ *American Journal of Political Science.* 44:4. 750-767.

FRIDAY, SEPTEMBER 17 thru WEDNESDAY, SEPTEMBER 22………………...VOTING BEHAVIOR

* Bartels, Larry. 2000. “Partisanship and Voting Behavior, 1952-1996.” *American Journal of Political Science.* 44:1. 35-50.
* Downs, Anthony. 1957. *An Economic Theory of Democracy.* Boston: Addison Wiley. **Chapter 3 (Available in Moodle)**
* Carmines, Edward; and James Stimson. 1980. “The Two Faces of Issue Voting.” *American Political Science Review.* 74:1. 78-91.
* Nadeau, Richard: and Michael S. Lewis-Beck. 2001. “National Economic Voting in U.S. Presidential Elections.” *Journal of Politics.* 63:1. 159-181.

FRIDAY, SEPTEMBER 24 thru WEDNESDAY, 29……………………………ELECTION CAMPAIGNS

* Gimpel, James; Karen Kaufman, and Shanna Pearson-Merkowitz. 2007. “Battleground States versus Blackout States: The Behavioral Implications of Modern Presidential Campaigns.” *Journal of Politics.* 69:3. 786-797.
* Lau, Richard; Lee Sigelman, and Ivy Brown Rovner. 2007. “The Effects of Negative Political Campaigns: A Meta-Analytic Reassessment.” *Journal of Politics.* 69:4. 1176-1209.
* Kalla, Joshua L; and David Broockman. 2018. “The Minimal Persuasive Effects of Campaign Contact in General Elections: Evidence from 49 Field Experiments.” *American Political Science Review.* 112:1. 148-166. **(Available on Moodle)**

FRIDAY, OCTOBER 1 thru WEDNESDAY, OCTOBER 6…………………………INTEREST GROUPS

* Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups.* Cambridge, MA: Harvard University Press. **Chapter 1 (Available on Moodle)**
* Salisbury, Robert 1969. “An Exchange Theory of Interest Groups.” *Midwest Journal of Political Science.* 13:1. 1-32.
* Lowery, David; and Virginia Gray. 1995. “The Population Ecology of Gucci Gulch, or the Natural Regulation of Interest Group Numbers in the American States.” *American Journal of Political Science.* 39:1. 1-29.
* **FRIDAY, OCTOBER 8: FALL BREAK (NO CLASSES)**

**MONDAY, OCTOBER 11, WEDNESDAY, OCTOBER 13, and FRIDAY, OCTOBER 15: NO CLASS**

**TURN IN YOUR MIDTERM VIA TURNITIN NO LATER THAN 11:59pm, FRIDAY, OCTOBER 15**

MONDAY, OCTOBER 18 thru FRIDAY, OCTOBER 22…………………………..POLITICAL PARTIES

* Downs, Anthony. 1957. *An Economic Theory of Democracy.* Boston: Addison Wiley. **Chapters 2 & 7 (Available on Moodle)**
* Schlesinger, Joseph. 1985. “The New American Political Party.” *American Political Science Review.* 79:4. 1152-1169.
* Aldrich, John. 1995. *Why Parties? The Origin and Transformation of Political Parties in America.* Chicago: University of Chicago Press. **Chapters 1 & 2 (Available on Moodle)**

MONDAY, OCTOBER 25 thru FRIDAY, OCTOBER 29……..CONGRESSIONAL REPRESENTATION

* Miller, Warren; and Donald Stokes. 1963. “Constituency Influence in Congress.” *American Political Science Review.* 57:1. 45-56.
* Mayhew, David. 1974. *Congress: The Electoral Connection, 2nd Edition.* New Haven, CT: Yale University Press. **READ ENTIRE BOOK**

MONDAY, NOVEMBER 1 & WEDNESDAY, NOVEMBER 3……….CONGRESS as an INSTITUTION

* Polsby, Nelson. 1968. “The Institutionalization of the U.S. House of Representatives.” *American Political Science Review.* 62:1. 144-168.
* Shepsle, Kenneth, and Barry Weingast. 1987. “The Institutional Foundations of Committee Power.” *American Political Science Review.* 81:1. 85-104.
* Aldrich, John; and David Rhode. 2000. “The Republican Revolution and the House Appropriations Committee.” *Journal of Politics.* 62:1. 1-33.

FRIDAY, NOVEMBER 5 thru WEDNESDAY, NOVEMBER 10…………………….THE PRESIDENCY

* Neustadt, Richard. 1990. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan.* New York, NY: Wiley. **Chapters 1, 2 & 3 (Available on Moodle)**
* Moe, Terry. 2009. “The Revolution in Presidential Studies.” *Presidential Studies Quarterly.* 39:4. 701-724.
* Waterman, Richard. 2009. “Assessing the Unilateral Presidency.” In *The Oxford Handbook of the American Presidency.* George Edwards and William Howell, eds. Oxford: Oxford University Press. **(Available on Moodle)**

FRIDAY, NOVEMBER 12 thru WEDNESDAY, NOVEMBER 17……………...THE SUPREME COURT

* Segal, Jeffrey; and Harold Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited.* Cambridge: Cambridge University Press. **Chapters 2 & 3 (Available on Moodle)**
* Richards, Mark; and Herbert Kritzer. 2002. “Jurisprudential Regimes in Supreme Court Decision Making.” *American Political Science Review.* 96:2. 305-320.
* McGuire, Kevin. 2004. “The Institutionalization of the U.S. Supreme Court.” *Political Analysis.* 12:2. 128-142.

**LITERATURE REVIEW DUE VIA TURNITIN NO LATER THAN 1:00pm ON FRIDAY, NOVEMBER 19th**

**MONDAY, NOVEMBER 22nd thru FRIDAY, NOVEMBER 26th: THANKSGIVING BREAK (NO CLASSES)**

FRIDAY, NOVEMBER 19 thru WEDNESDAY, DECEMBER 1…………………..THE BUREAUCRACY

* McCubbins, Mathew; and Thomas Schwartz. 1984. “Congressional Oversight Overlooked: Police Patrols vs. Fire Alarms.” *American Journal of Political Science.* 28:1. 165-179.
* Wood, B. Dan; and Richard W. Waterman. 1991. “The Dynamics of Political Control of the Bureaucracy.” *American Political Science Review.* 85:3. 801-828.
* McCubbins, Mathew; Roger Noll, and Barry Weingast. 1987. “Administrative Procedures as Instruments of Political Control.” *Journal of Law, Economics & Organization.* 3:3. 243-277.

FRIDAY, DECEMBER 3…………………………………………………WRAP-UP & COURSE REVIEW

**FINAL EXAM MUST BE TURNED IN VIA TURNITIN NO LATER THAN 4pm ON WEDNESDAY, DECEMBER 8th.**

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