American Political Systems
Political Science 1150-01
Fall 2021

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Office/Student Question Hours: Book Appointment Online

Class time: MWF 9:00am – 9:50am
Class Location: McGannon 262

About this Course

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

Catalog Course Description

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

Learning Objectives

1. To understand the theoretical underpinnings of research focusing on institutional aspects of the United States government, with a focus on legislative, executive, and judicial institutions.
2. To understand the theoretical underpinnings of research focusing on political behavior, focusing on public opinion, partisanship, and elections.
3. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

University Core: Ways of Thinking: Social and Behavioral Sciences

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

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

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

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

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

Component-level Student Learning Outcomes
Students who complete this course will be able to:

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

Course Requirements

Tests:

This course will have a midterm and a final exam. The midterm exam is on **Wednesday, October 20**, and you will be notified by October 11 of the Course Topics you will be responsible for on the exam. The final exam will be cumulative and take place on **December 16 at 8am**. Exam questions will be multiple-choice, short answer, and essay-based. If scheduling permits, there will be an in-class review session prior to the midterm and final exams.

Papers:

There will be two main written assignments in this course. They will require you to review and critique a debate concerning Presidential powers. The first paper will be 4 – 5 pages and due on **October 1**, and the second paper will be 6 – 7 pages and due on **Tuesday, November 23**. You will receive more details about the assignments at least three weeks before the papers are due.

Assignments and Quizzes:

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

- **Assignments:** There will be at least four assignments in this course that will focus on learning the spatial model, provide practice for short answer questions on the midterm/final, and learn how to read an empirical political science article. For homework assignments, all answers should be typed and emailed to Professor Rogers in MS Word (preferred) or PDF format by 9:00am on the due date.
- **Reading Quizzes:** For each Topic (excluding Topic 2), students will complete a 4 – 6 question reading quiz. Quizzes will be conducted on Canvas, and students will be notified in class of their due date, which typically will be the due date of the last assigned reading from a topic. For example, the Sarah Binder reading is the last reading for Topic 3; if this reading is due on September 7, the reading quiz will close on September 7. Students will be able to retake each reading quiz once to improve their scores. The average of the two scores will be the final score.
- **Review Quizzes:** For every two to three topics, there will be a 10 - 20 question "Review Quiz." Quizzes will be conducted on Canvas, and students will be notified in class of due dates. Material on the quizzes will draw from both readings and lectures. "Review Quizzes" will have a 20-minute time limit from the time the quiz is opened, and students will only be able to take each "Topic Review Quiz" once.

Attendance

Students are expected to attend lectures, complete the readings, and contribute to class discussion, but attendance is not required due to public health safety. If unable to attend a lecture, Professor Rogers will make an honest effort to post recorded lectures to Canvas. It, however, will not be

assured that all lecture material will be recorded (e.g., due to technical difficulties). Regardless of attendance, all students will be responsible for all material covered in lecture.

Grades

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

Item	Overall Course Grade Weight	Due Date
Assignments	6%	Throughout Semester
Reading Quizzes	6%	Throughout Semester
Review Quizzes	13%	Throughout Semester
Midterm	15%	October 20
Final Exam	27%	December 16
Paper 1	13%	October 1
Paper 2	20%	November 23

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

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

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

Key Dates

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

September 6: No Class ~ Labor Day
October 29: No Class ~ Fall Break
November 24 - 26: No Class ~ Thanksgiving Break
November 29: Asynchronous Class ~ Accommodating Thanksgiving Travel

Course Evaluations

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

Required Texts

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

Kollman, Ken. 2019. *Readings in American Politics: Analysis and Perspectives*. New York, NY. W.W. Norton Company. Fifth Edition. ISBN: 978-0393679168

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

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

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

Course Outline

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

Topic 1: The Constitution

- Learning Objectives
  - Students will be able to identify
    - Reasons why the colonists sought independence and how these shaped the Articles of Confederation and the Constitution
    - Shortcomings of the Articles of Confederation
    - Key arguments of the Federalists and Anti-Federalists
    - Differences between the Virginia, New Jersey, and Connecticut plans
- Readings
  - The U.S. Constitution
  - Federalist Papers 10, 51, & 39
  - Kollman 2.1: Brutus. "The Anti-Federalist" [9 pages]
  - Kollman 2.2: Dahl, Robert. "How Democratic is the American Constitution?" [5 pages]
  - Stein, Jeff. "This study shows American Federalism is a total joke." [9 pages]
  - **Suggested Reading:**
    - Kollman 3.2: Riker, William. "Federalism: Origin, Operation, Significance."
- Questions to consider while reading:
  - How are the arguments presented in the Federalist papers a response to the colonists' experiences under monarchical and aristocratic rule? [Federalist Papers]
  - Does Madison advocate for a more "democratic" or "republican" form of government? Why? [Federalist Papers; Brutus; Dahl]
  - How powerful are states under the U.S. Constitution? [US Constitution]
  - Does policymaking appear to matter for state lawmakers' elections? [Stein]
- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 2 (Focus on pages 53 – 64; 69 -76)
  - Chapter 3 (Focus on pages 85 – 92)

Topic 2: Introduction to the Spatial Model

- ❖ Learning Objectives
  - Students will be able to predict a policy outcome in a spatial model that includes the following actors: the President, veto override pivot, median member of the U.S. House, and Senate Filibuster pivot in a discrete policy space.
- ❖ Readings
  - Smith, Steven. "The American Congress." Appendix. [12 pages]
  - **Suggested Reading:**
    - Stewart, Charles. "Analyzing Congress." Chapter 1. 2001.

Topic 3: Congress

- ❖ Learning Objectives
  - Students will be able to
    - Describe basic procedures of how a bill becomes a law
    - Recognize the importance of Members' of Congress goals and how Members achieve these goals
    - Explain what collective action problems and public goods are and how political parties help solve collective action problems in Congress
    - Identify the differences between Cartel Theory, Conditional Party Government, and Pivotal Politics
- ❖ Readings
  - Fenno, Richard. Congressmen in Committees pp. Prologue & Ch. 1. (1973). [19 pages]
  - Kollman 5.1: Mayhew, David. "The Electoral Connection" [13 pages]
  - Kollman 12.1: Aldrich, John. "Why Parties? A Second Look" [16 pages]
  - Binder, Sarah. "The Politics of Legislative Stalemate." In Kernell (Section 6.2) [9 pages]
  - **Suggested Readings:**
    - Kollman 1.1: Olson, Mancur: "The Logic of Collective Action: Public Goods and the Theory of Groups"
    - Kollman 5.3: Cox, Gary. And Mathew D. McCubbins. "Setting the Agenda: Responsible Party Government in the U.S. House of Representatives"
    - Aldrich, John H. and David Rhode. "Congressional Committees in a Continuing Partisan Era." in Kernell (Section 6.3)

- ❖ Questions to consider while reading:
  - What are the goals of Members of Congress? [Fenno]
  - What is a collective action problem? [Aldrich]
  - How do political parties help Members of Congress achieve their goals and overcome collective action problems? [Aldrich]
  - How do the Conditional Party Government and Cartel Theory explanations for party influence differ? ~ *The suggested Cox* & *McCubbins and Aldrich* & *Rhode readings will be helpful for this question*
  - For what reasons does "deadlock" increase in Congress? [Binder]

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

Topic 4: The Executive Branch

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

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

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

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 7 (focus on the powers of the presidency)

Topic 5: Representation

- ❖ Learning Objectives
  - Students will be able to
    - Define the concepts of "home style," "delegate representation," and "trustee representation."
    - Explain how majority-minority districts promote descriptive representation but potentially inhibit substantive representation
    - Explain why women are less likely to run for office, according to the Gendered Perceptions Hypothesis
    - Identify reasons why there is (and is not) polarization in the US Congress
- ❖ Readings
  - Burke, Edmund. "Speech to the Electors of Bristol." in Canon (Section 21). [5 pages]
  - Kollman 13.3. Fox, Richard and Jennifer Lawless. "Gendered Perceptions and Political Candidacies: A Central Barrier to Women's Equality in Electoral Politics." [11 pages]
  - Carnes, Nicholas. "Millionaires run our government. Here's why it matters." *The Monkey Cage* (2014) [4 pages]
  - Sides, John. "A new experiment shows how money buys access to Congress." *The Monkey Cage* [4 pages]
  - Barber, Michael, and Nolan McCarty "Causes and Consequences of Polarization" (2012). p. 19 – 30. [11 pages]
  - **Suggested Readings:**
    - Kollman 5.2: Fenno, Richard F. "Home Style: House Members in Their Districts."
    - Miller, Warren E. and Donald Stokes. "Constituency Influence in Congress." *The American Political Science Review*. 1963. [11 pages]
    - Matthews, Dylan. "One study explains why it's tough to pass liberal laws."
    - Swers, Michele L. and Stella Rouse "Descriptive Representation: Understanding the Impact of Identity on Substantive Representation of Group Interests"
    - Kollman 11.1: Gilens, Martin. "Affluence and Influence: Economic Inequality and Political Power in America." [8 pages]
    - Kollman 11.2: Kollman, Ken: "Outside Lobbying: Public Opinion and Interest Group Strategies"
- ❖ Questions to consider while reading:
  - What does it mean for a representative to be a delegate? What does it mean to be a trustee? [Burke]
  - What evidence do we have that Members of Congress are delegates or trustees? [Miller and Stokes & Matthews in suggested readings]
  - How well does the common citizen appear to be represented by interest groups or have access to their Members of Congress? [Sides]
  - What reasons do Barber and McCarty rule out as causes for Congressional polarization? [Barber and McCarty]

- ❖ Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 6 (Focus on p. 219 – 225; 231 – 234)

Topic 6: The Judiciary

- Learning Objectives
  - A student will be able to
    - Describe the basic structure of the federal court system
    - Identify differences between the legal and extralegal models of decision-making
    - Identify differences between the dynamic and constrained views of the court and why the court is constrained
    - Explain some of the strategies justices will partake in to achieve their policymaking goals, according to Epstein and Knight
- Readings
  - Kollman 8.5: George, Tracy and Lee Epstein. "On the Nature of Supreme Court Decision-making" [6 pages]
  - Kollman 8.1: Rosenberg, Gerald. "The Hollow Hope: Can Courts Bring About Social Change." [7 pages]
  - **Suggested Readings:**
    - Cope, Kevin and Joshua Fischman. "It's hard to find a federal judge more conservative than Brett Kavanaugh." *The Monkey Cage. 2016.*
    - Epstein, Lee and Jack Knight. 1998 "The Choices Justices Make." p. 9 – 18; Chapter 3 [63 pages]
    - Hamilton, Alexander. "Federalist 78."
    - Kollman 8.2: "Marbury v. Madison"
    - Kollman: 4.2: "Brown v. Board of Education."

- Questions to consider while reading:
  - What is the difference between the legal model and the extralegal (or attitudinal) model? [George and Epstein]
  - To what extent and why is the court's power constrained? [Rosenberg]
  - What strategies do justices employ to achieve their goals? [Epstein and Knight, from suggested readings]

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 9 (Focus on p. 361 – 364; 371 - 379)

Topic 7: Public Opinion & Political Knowledge

- Learning Objectives
  - Students will be able to
    - Identify the differences in Key and Lippmann's perceptions of voter competence
    - Describe the extent to which voters have ideologies or belief systems, according to Converse
    - Identify and describe the axioms of Zaller's "Receive-Accept-Sample" model along with their implications
- Readings
  - Quealy, Kevin. "If Americans Can Find North Korea on a Map, They're More Likely to Prefer Diplomacy" [3 pages]
  - Lippmann, Walter. 1925. "The Phantom Public" Excerpt. [4 pages]
  - Key, V.O. "The Voice of the People: An Echo" from *The Responsible Electorate.* (Canon Section 47) [6 pages]
  - Clawson and Oxley, Chapter 5. "Ideological Incongruence and Critiques." [8 pages]
    - *Focus on pages 133 - 141*
  - Kollman 9.2: Zaller, John. "The Nature and Origins of Mass Opinion." [5 pages]
  - **Suggested Readings:**
    - Dropp, Kyle. "The less Americans know about Ukraine's location, the more they want the U.S. to intervene."

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

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 10 (Focus on p. 399 – 414)

Topic 8: Rational Choice

- Learning Objectives
  - Students will be able to
    - Describe why it could be "irrational" to vote
    - Identify ways voters can act rationally despite not being fully informed
    - Define the concepts of a heuristic and expected party differential
    - Describe the two modes of information processing according to Popkin
    - Describe how Page and Shapiro's argument differs from Converse's
- Readings
  - Kollman 9.1: Lupia, Arthur and Mathew D. McCubbins. "The Democratic Dilemma: Can Citizens Learn What They Need to Know?" [13 pages]
  - Popkin, Sam. *The Reasoning Voter* (1994) p. 1-6, 72-81, 91-95. [19 pages]
  - Page and Shapiro, *The Rational Public* (1992). Chapter 1. [32 pages]
  - **Suggested Readings:**
    - Downs, Anthony. *An Economic Theory of Democracy* (1957). Chapter 3. [24 pages]

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

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 10: 417 – 422
  - Chapter 11: 454 - 458

Topic 9: Partisanship & Polarization

- Learning Objectives
  - Students will be able to
    - Identify and describe the three schools of partisanship
    - Define cross pressures, the perceptual screen, and the running tally
    - Describe the stages of "sorting" in regard to the topic of partisanship
- Readings
  - Hetherington, Mark. "Partisanship and Polarization" in Berinsky (Chapter 5) [17 pages]
  - Kollman 12.2: Campbell, Angus et al. "The American Voter: An Abridgment" [7 pages]
  - Kollman 9.6. Mason, Lilliana "Uncivil Agreement: How Politics Became our Identity." [12 pages]
  - **Suggested Readings:**
    - Political Polarization in the American Public. *Pew Research Center 2014*
    - Fiorina, Morris. "Americans have not become more politically polarized." *The Monkey Cage. 2014*
- Questions to consider while reading:
  - How polarized is the American public? [Hetherington; Fiorina]
  - What is sorting? How does it happen? [Hetherington; Fiorina]
  - How can "enduring partisan commitments" shape "attitudes towards political objects?" [Campbell]
  - How are identities (and cross-cutting identities) important for Mason's argument about partisanship and anger? [Mason]

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 10: 408 – 410
  - Chapter 12: 514 - 525

Topic 10: Electoral Behavior and Institutions

- Learning Objectives
  - A student will be able to:
    - Explain how elections can be a solution to a moral hazard problem
    - Explain how elections can be a solution to an adverse selection problem
    - Identify the differences between retrospective and prospective voting and the implications of myopic voting for these theories
    - Explain competing explanations for "Midterm Loss."
    - Identify different reasons why candidates may achieve presidential nominations
- Readings
  - Kollman 12.3: Cohen, Marty et al. "The Party Decides: Presidential Nominations Before and After Reform." [10 pages]
  - Bartels, Larry. "Partisan Biases in Economic Accountability." Chapter 3 in *Unequal Democracy* [30 pages]
  - Sanders, Laura. 2010. "Home Team Wins May Influence Elections." *Wired: Science News.* [3 pages]
  - Kollman 10.2: Leighley, Jan and Jonathan Nagler. "Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States."
  - **Suggested Readings**
    - Kollman 12.4: Kollman, Ken. "Who drives the party bus?" [3 pages]

- Questions to consider while reading:
  - Who is most influential in selecting presidential nominees? [Cohen; Kollman]
  - What does it mean that voters are myopic? [Bartels]
  - If voters respond to sporting events, what are the implications for elections serving as an accountability mechanism? [Sanders]

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 11: 445-446

Topic 11: Groups and Self Interest

- Learning Objectives
  - Students will be able to
    - Define minimal group theory, social identity theory, black utility heuristic, and linked fate
    - Describe the evidence White provides to show the extent to which political behavior is shaped by "linked fate" or the "black utility heuristic" as compared to self-interest
    - Understand why rural voters feel "resentment," according to Kathy Cramer
    - Explain what predicted support of the Bush tax cut, according to Bartels
- Readings
  - Kollman 9.4: Cramer, Katherine: "The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker. [27 pages]
  - White, Ismail, Chryl Laird, and Troy Allen. "Selling Out?: The Politics of Navigating Conflicts between Racial Group Interest and Self-Interest." *American Political Science Review*. 104(4): 783-800. [17 pages]
  - Bartels, Larry. "Homer Gets a Tax Cut" Chapter 5 in *Unequal Democracy*. [31 pages]
  - **Suggested Readings:**
    - Dawson, Michael. "Not in Our Lifetimes: The Future of Black Politics."
    - McCleod, Saul. "Social Identity Theory"
    - Kollman 4.1: Tesler, Michael. "Post-Racial or Most-Racial?: Race and Politics in the Obama Era.
    - Kollman 10.1: Wong, Janelle. et al. "Asian American Political Participation: Emerging Constituents and Their Political Identities."
    - Kollman 14.2: Abrajana, Marisa. "Campaigning to a New Electorate: Advertising to Latino Voters."

- Questions to consider while reading:
  - What are the steps or processes to social identity theory? [McCleod in suggested readings]
  - What are the "black utility heuristic" and "linked fate?" [White]
  - What evidence do we have that individuals follow their perceived group interests versus their self-interest? [White; Bartels]

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 10: p. 434 - 439

Topic 12: The Media

- Learning Objectives
  - Students will be able to
    - Define priming and framing
    - Understand how one's media environment and preferences can shape levels of political knowledge
    - Provide evidence of priming effects, drawing from Iyengar and Kinder's research
- Readings
  - Iyengar, Shanto and Donald Kinder. "News that Matters." Chapters 2 – 3. 1987. [26 pages]
  - Kollman 14.1: Baum, Matthew. "Soft News Goes to War: Public Opinion and American Foreign Policy in the New Media Age." [4 pages]
  - Kollman 14.3: Allcot, Hunt and Matthew Gentzkow. "Social Media and Fake News in the 2016 Election." [10 pages]
  - **Suggested Reading**
    - Gilens, Martin. 1999. *Why Americans Hate Welfare*. Chapters 5 and 6
    - Prior, Markus. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout." In Canon section 46. [7 pages]

- Questions to consider while reading:
  - What is the agenda-setting hypothesis? How do Iyengar and Kinder provide support for this hypothesis? [Iyengar and Kinder]
  - How can people learn about politics by accident or as a "by-product" of other activities? [Prior]
  - How have changes to the media environment and the advent of "soft news" influenced the extent to which (and how) voters learn about politics? [Baum]

- Accompanying Kernell, Jacobson, Kousser, and Vavreck Reading
  - Chapter 10: p. 415 - 417

Topic 13: Public Policy: Taxes

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

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

University Policies

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

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

Mandatory Syllabus Statement on Face Masks (2021 – 2022)

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
    - dismissal from the course(s)
    - removal from campus housing (if applicable)
    - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

2021-2022 Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

Disability Accommodations

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

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

Title IX

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University.

If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience**. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

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

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: https://www.slu.edu/about/safety/sexual-assault-resources/index.php. Please contact Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services. Students create an appointment with the Student Success Center to learn more about tutoring services, university writing services, disability services, and academic coaching. For more information visit: https://www.slu.edu/life-at-slu/student-success-center/index.php

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php or call the Student Success Center at 314-977-3484.