

SYLLABUS
PLSC 404 – Selected Problems in Political Science
“Class and Inequality in US Politics”
Loyola University Chicago
Fall 2022

Mondays 7:00 – 9:30 pm
Online Meetings at <https://luc.zoom.us/j/7966781684>

Instructor

Dr. Eric Hansen

Email: ehansen4@luc.edu

Office Location: Coffey Hall 326B

Office Hours: TTh 4:00 – 5:00 pm; or by appointment for remote meetings

Course Description and Objectives

This course will survey the literature on social class and inequality as they relate to political behavior and institutions in the United States. Topics will include the psychology of status, public opinion, political participation, race, representation, political organizations, federal and state policy, and the legal system.

The primary objective of the class is for students to gain skills and confidence in interpreting and critiquing academic literature on class and inequality in US politics. By successfully completing the class, students should be able to evaluate the strengths and weaknesses of research across a variety of subjects. They should also be able to apply lessons from this substantive body of work to their own research interests. Other relevant readings will appear under the “recommended” readings each week as a resource for students to reference outside of our class discussions.

The course will meet online only using the Zoom link provided in the header. The course will be synchronous. Students are expected to attend class weekly and actively participate in discussion.

Required Texts

We will read the following books in their entirety. All books are available online for free through LUC Libraries. All other required reading material will be posted on our course Sakai site.

- Carnes, Nicholas. 2018. *The Cash Ceiling: Why Only the Rich Run for Office—and What We Can Do About It*. Princeton, NJ: Princeton University Press.
- Condon, Meghan, and Amber Wichowsky. 2020. *The Economic Other: Inequality in the American Political Imagination*. Chicago: University of Chicago Press.
- Franko, William, and Christopher Witko. 2017. *The New Economic Populism: How States Respond to Economic Inequality*. New York: Oxford University Press.

Optional Texts

Excerpts from the following books will be made available on Sakai. Students may be interested in reading these books in their entirety outside of class.

- Bartels, Larry M. 2016. *Unequal Democracy: The Political Economy of the New Gilded Age*. 2nd Ed. Princeton, NJ: Princeton University Press.
- Michener, Jamila. 2018. *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. New York: Cambridge University Press.
- Sampson, Robert J. 2012. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press.
- Schlozman, Kay Lehman, Henry E. Brady, and Sidney Verba. 2018. *Unequal and Unrepresented: Political Inequality and the People's Voice in the New Gilded Age*. Princeton, NJ: Princeton University Press.

Grades

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to individual grades based on overall performance in the course and/or extenuating circumstances. There will be **NO** extra credit provided.

Letter Grade	Percentage Score
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	59.99 or below

The proportion of each assignment as part of your overall grade is as follows:

Classroom Participation: 40%

Response Papers: 30%

Final Exam or Research Design: 30%

Participation

This seminar requires active participation from students every class period. There may be some days when I prepare a short lecture, but we will spend a vast majority of our time discussing the assigned reading. To spare us from awkwardly sitting in silence, students should prepare by (a) actively reading the assigned material (i.e. reading in a low-distraction environment, taking notes while reading) and (b) coming to class prepared to contribute and/or ask questions—even if those

questions are to clarify the reading. Active participation in the discussions will account for 40% of the grade.

Response Papers

Students will submit weekly response papers on assigned articles/chapters of their choosing. Papers should not simply summarize articles, but rather review and critique them. Paper topics may include, but are not limited to, comparing/contrast different approaches authors take across articles each week, critiquing the methods or conclusions from an article or literature, identifying directions for future research, or synthesizing knowledge from a literature. Papers should range from 1-2 pages (Times New Roman, 12-point font, double spaced, no header) and should be submitted to Sakai.

Response papers will be graded on the following basis:

- √+ (100%): Thoughtful response that makes insightful or novel points about the readings
- √ (90%): Decent response that fulfills requirements (modal grade)
- √- (80%): Complete but flawed—unclear argument, inattention to detail, simple summary, etc.
- 0: No paper submitted

Unless otherwise noted, response papers will be due Sunday nights at 9 pm for the readings for the following day's class. Late response papers will be accepted with a penalty of 10 points per day late.

Final Exam

The final exam is intended to be practice for comprehensive exams. The exam will consist of essay questions designed to test your comprehension of the assigned material. Even more importantly, the final exam will test your ability to synthesize the material and apply lessons from it to conduct your own research and answer to more fundamental questions the discipline faces.

The final exam will be an online exam but must be completed during the scheduled final exam period. Students can think of it as a “mini-comp”—questions will be designed like the way that students will see them in the comprehensive exams. I will email students the exam at the beginning of the exam period. Students must return their exam to me by email no later than the end of the scheduled final exam period.

Research Design

In lieu of the final exam, students may complete and submit one research design on a topic covered over the course of the semester. Students must inform me by October 1 if they intend to pursue a research design. I will distribute a guide and rubric for this assignment to interested students. I especially encourage Ph.D. students with research interests in topics of class & inequality, public policy, or political economy to pursue the research design route.

Communication, Office Hours, Question about Grades

Please direct all communication with me outside class or office hours through my campus email account, which can be found in the header of this syllabus. I check my campus email account

several times daily and will try to reply to student emails as quickly as possible. Students should not necessarily expect me to reply immediately to emails sent to me at the last minute. I may not be able to reply to questions about course material the morning of an exam or provide resources for writing assignments the night before it is to be turned in.

My office hours exist solely for you to visit me with questions about this class. If you can't make those times, email me to schedule a more convenient appointment time. Email is only for brief communications. If you have long and complicated questions, come to my office hours. After I have graded and returned your assignments, there is a 24- hour moratorium before I will answer questions about that assignment.

Students with Disabilities

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Services for Students with Disabilities (SSWD), located in Sullivan Center, Suite 117. Students should provide me with an accommodation notification from SSWD, preferably within the first two weeks of class. Students are encouraged to meet with me individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call (773) 508-3700 or visit <http://www.luc.edu/sswd>.

Academic Integrity

Students are responsible for adhering to university policy on academic honesty and avoiding acts of plagiarism or cheating. Students can find more information about what constitutes plagiarism at the Writing Center's website: (<http://www.luc.edu/writing/studentresources/onlineresources>). Consult the College of Arts and Sciences' statement to learn more about college policy: (<http://www.luc.edu/cas/advising/academicintegritystatement>). I reserve the right to case-by-case discretion in assigning penalties for acts of academic dishonesty. However, students should expect to receive a score of "0" on any assignment or exam where they are observed plagiarizing, cheating, or passing off someone else's ideas as their own. If a student commits more than one act of academic dishonesty during the semester, I will fail that student in the course. I report all instances of academic dishonesty to the Office of the Dean of the College of Arts and Science.

Reading Assignments

Students are expected to complete weekly reading assignments in preparation for class. Read carefully and be ready to discuss the material, as discussions based around these readings will form the basis of the participation component of your grade. I reserve the right to make changes to the reading list and will inform students well in advance of any changes.

All reading assignments are to be completed by the beginning of class on the day the assignment is listed. The Condon/Wichowsky, Carnes and Franko/Witko books can be found online for free on the LUC Libraries website. All other chapters and articles will be posted on Sakai. Students may not share course materials with others outside of the class without my written permission.

Date	Topic	Readings
8/29	Introduction to Class & Inequality	APSA Task Force Report 2004 Bartels 2016, <i>Unequal Democracy</i> , Ch. 1 Khan 2012 Henderson 2020
9/5	<i>No class – Labor Day</i>	
9/12	Psychology of Status	Condon and Wichowsky 2020, <i>The Economic Other</i> (entire book)
9/19	Socialization and Networks	Newman 2014 Mendelberg et al. 2017 Jacobs et al. 2021 Chetty et al. 2022 Heckman and Landersø 2022
9/26	Public Opinion	Gilens 1996 Feldman and Steenbergen 2001 McCall and Kenworthy 2009 Bartels 2016, <i>Unequal Democracy</i> , Ch. 4 Boudreau and MacKenzie 2018
10/3	Participation	Brady et al. 1995 Persson 2013 Einstein et al. 2018 Oskarsson et al. 2022 Henderson and Han 2022
10/10	<i>No class – Fall Break</i>	
10/17	Place	Sampson 2012, <i>Great American City</i> Ch. 1-2 Cramer 2012 <i>Read this exchange in order:</i> Newman et al. 2015 Solt et al. 2017 Newman et al. 2018 <i>Guest Instructor: Twyla Blackmond Larnell</i>

10/24	Race	Fording et al. 2011 Michener 2017 Soss and Weaver 2017 An et al. 2018 Einstein et al. 2021
10/31	Campaigns & Elections	Carnes 2018, <i>The Cash Ceiling</i> (entire book)
11/7	Representation	Bartels 2005 Hacker & Pierson 2005 Griffin and Newman 2005 Rigby and Wright 2013 Grumbach 2015 <i>Guest Instructor: Dave Doherty</i>
11/14	Political Organizations	Hojnacki et al. 2015 Hertel-Fernandez 2017 Schlozman et al. <i>Unequal and Unrepresented</i> Ch. 8 Jansa and Hoyman 2018 Bucci and Reuning 2021
11/21	Federal Policy	Hacker and Pierson 2010 Mettler 2010 Faricy 2015 Moynihan et al. 2015 Michener 2018, <i>Fragmented Democracy</i> Ch. 3
11/28	State Policy	Franko and Witko 2017, <i>The New Economic Populism</i> (entire book)
12/5	Law & Inequality	Bonica and Sen 2021, Ch. 2-3 Arias 2018 Gilens et al. 2021 <i>Guest Instructor: Amanda Bryan</i>
12/12	<i>Final Exam – 7 pm</i>	

Disclaimer

I reserve the right to make any changes to this syllabus as circumstances change throughout the semester. Any changes will be announced over email and, when possible, verbally in class well in advance of the changes taking effect.