

**SYLLABUS**  
**PLSC 416 – US Political Institutions**  
**Loyola University Chicago**  
**Spring 2026**

Monday 7:00 – 9:30 pm  
Information Commons 111

**Instructor**

Dr. Eric Hansen

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Office Location: Coffey Hall 325

Office Hours: Mondays 3:45 – 6:45 pm, or by appointment

**Course Description and Objectives**

This seminar covers political institutions in the United States. American institutions include not only the legislative, executive, and judicial branches of the federal government, but also state and local governments and intermediary institutions like parties, interest groups, and media organizations. Institutions create incentives for citizens and elites to take some political actions and avoid taking others. However, institutions are far from immutable—they persist as long as they allow the political actors working within them to achieve their underlying objectives. We start small, studying the norms and institutions that citizens encounter in their day-to-day lives, and work our way up to national governing institutions.

The primary objective of the class is for students to gain skills and confidence in interpreting and critiquing academic literature on American political institutions. 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.

**Required Texts**

We will read the following book in its entirety:

- Edwards, George C. III. 2021. *Changing Their Minds? Donald Trump and Presidential Leadership*. Chicago: University of Chicago Press.

**Optional Texts**

We will read excerpts from the following books. Scanned copies of reading selections will be posted on Sakai, but students may wish to obtain their own copies.

- Alexis de Tocqueville. 1840. *Democracy in America*.
- V.O. Key, Jr. 1949. *Southern Politics in State and Nation*.
- Mancur Olson. 1971. *The Logic of Collective Action*.
- David Mayhew. 1973. *Congress: The Electoral Connection*.
- Timothy Cook. 1998. *Governing with the News*.

- Frank Baumgartner et al. 2009. *Lobbying and Policy Change*.
- John Aldrich. 2011. *Why Parties? A Second Look*.
- Frances Lee. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*.
- Kay Lehman Schlozman, Henry Brady, and Sidney Verba. 2018. *Unequal and Unrepresented*.

## Background Text

This class assumes background knowledge of American government at the level of an introductory college course. If you are unfamiliar with the mechanics of American government, I recommend you read an introductory textbook alongside the assigned readings for class. There are many textbooks online for free or available at the library. Commonly assigned texts include *We the People*, *American Government: A Brief Introduction*, and *The American Political System*, but any book from a major academic publisher will do.

## 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:

Participation: 40%

Discussion Leading: 10%

Enrichment Assignment: 25%

Final Reflection Paper: 25%

## 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.

I plan to adopt the Socratic method in leading discussion this semester. That means that I will call randomly on students in the class to answer questions about the reading. To spare us all from embarrassment and awkward silence, students should prepare by (a) actively reading each of the assignments (i.e. reading in a low-distraction environment, taking notes while reading) and (b) coming to class prepared both to answer and to ask questions—even if those questions are to clarify the reading. Active participation in the discussions will account for 40% of the grade. I reserve the right to ask students to start preparing small assignments about the readings before class to count towards the participation grade if discussion lags in class.

### **Discussion Leading**

Once during the semester, each student should prepare to lead the discussion of one assigned article or book chapter/excerpt. I will grade discussion leading on the quality and suitability of the questions and the student's ability to engage peers in the conversation. Discussion leading is worth 20% of the class grade.

Discussion questions should be open-ended and allow for disagreement and extended dialogue among seminar participants.

Examples of good discussion questions:

- Theoretical questions
  - Why does the author think that democratic nations are less likely to go to war?  
What are other potential explanations?
- Methodological questions
  - Why do you think the author chose this method to provide evidence? What other research design(s) could the author have used?
- Critiques
  - What problems do you see in the author's use of an online survey sample?

Examples of bad discussion questions:

- Factual questions
  - Where did the author conduct the field experiment?
- Yes or no questions
  - Did the author use multinomial regression to test the hypothesis?

### **Enrichment Assignment**

Students will complete one of two assignments intended to enhance their understanding of the material outside the assigned reading assignments.

#### *MA Students – Book Report*

Students will read an outside book in its entirety and present the findings to the class. The outside book must be on the topic of American political institutions. Send me an email telling me which book you plan to read no later than February 15 so I can approve it. Feel free to use books

from the recommended reading list below. Because books are being presented to the class, I will not allow more than one student to present any one book.

Students will sign up for presentation days early in the semester. No students will be required to present before Spring Break, but students may request to present it early in the semester.

Presentations should last about 15 minutes and should include a slide deck. Presentations should both summarize and analyze the book. All presentations should include the following element:

- Summary
  - Research question(s)
  - Theory
  - Data/Methods
  - Findings
  - Conclusions/Implications/Discussion
- Original critique
  - Strengths of book (What does the book teach us?)
  - Weaknesses of book (Unanswered questions? Unfounded conclusions? Etc.)

The presentation should be 2/3 summary of the book to the class (10 minutes) and 1/3 original critique of the book (5 minutes). Presentations will be timed; I will interrupt and stop presentations at 18 minutes. Students may use only handwritten index cards as presentation aides.

Presenters will also be subject to a Q&A from me and peers about their book at the conclusion of their talk. I will consider the quality of the responses in the Q&A to grade the report.

#### *Ph.D. Students – Replication Paper*

Ph.D. students should replicate and extend an empirical paper about American political institutions published in the last ten years. Students should download replication data from the authors' personal website, journal's dataverse, or other source. The paper should offer a critique of the original paper and propose an extension of the paper that addresses the critique (e.g. uses a different model specification, different data set, adds a control or interaction term, etc.). The paper should include the following elements:

- A summary of the original paper. Brief, but enough background for your readers to understand what you're adding.
- Your critique of the paper
- Your proposed solution for addressing the critique
- Justification for why the solution is important or necessary
- Presentation of the results. Ideally, a side-by-side comparison of the original results to your results in the same table or figure.
- Brief discussion or conclusion

Papers should be roughly ten pages in length and use APSA format. Please refer to the “Replication Paper” folder under “Resources” in Sakai for ideas and examples of published replication papers.

Note: with my permission, MA students who have taken PLSC 475 may also complete a replication paper instead of a book report.

### **Final Reflection Paper**

Students should submit an eight-page paper responding to this prompt:

*Americans' trust in political institutions has been declining for decades. Are they right to mistrust our institutions? Why or why not?*

There's no "right" answer. Rather, I'll be assessing the quality of the argumentation, including the evidence you marshal in support of your argument. The reflection papers should contain the following elements:

- An original argument responding to the prompt with a thesis clearly stated in the first paragraph.
- Citations to assigned material from at least four different weeks of the class. (In other words, you should discuss at least four different political institutions in the paper.)
- Citations to at least three in-class discussions. (In a footnote in the paper, include the class date and any speakers/participants in the discussions you're citing.)

Papers should be double-spaced and written in 12-pt Times New Roman font. The citations should follow APSA format.

To hedge against the possibility of AI use, all students must submit their reflection papers to Sakai Assignments, which uses TurnItIn to detect generative AI use. TurnItIn generates a score 0-100, with 100 indicating complete AI authorship of the paper. For any submission that receives a score higher than 20, I will automatically trigger a follow-up oral exam about the paper with the student, no judgment and no questions asked. I will conduct 15-minute oral exams during our assigned final exam period. Grades in those cases will account for both the written content and the content of the oral exam. I reserve the right, based on student performance in the oral exam, to deem that AI was responsible for the written content and subject the submission to the sanctions listed in the Academic Integrity section below.

### **Summary of Assignment Deadlines**

<i>Assignment</i>	<i>Due Date</i>	<i>Where to Submit</i>
Discussion Leading	Sign up for an article	In-class discussion leading; no written submission necessary
Book Report (MAs only)	Sign up for a presentation day	In-class presentation. Email the slide deck to <a href="mailto:ehansen4@luc.edu">ehansen4@luc.edu</a> at least 15 minutes before class.
Replication Paper (Ph.Ds. only)	Wednesday, April 15, 5 pm	Sakai Assignments
Final Reflection Paper	Friday, April 24, 5 pm	Sakai Assignments

## **Missed Class Policy**

Students are expected to attend every class meeting. Attendance is very important in a class that meets only once per week and requires active participation. Students are permitted one free absence during the semester, no questions asked. For each missed class meeting after, the participation grade will be reduced ten percentage points. The only exceptions are for excused absences, defined below by the Provost's Office. All other absences, regardless of the reason, are considered unexcused. I do not request or accept doctors' notes.

The Office of the Provost [has defined excused absences](#) in only six circumstances: (1) jury duty, (2) military service, (3) religious observances, (4) athletic or university-sanctioned events, (5) legally mandated accommodations (e.g. Title IX, ADA), or (6) pandemics. All other absences are unexcused, including temporary illness.

If you have missed or anticipate missing many class meetings (e.g. multiple weeks) due to extreme circumstances (e.g. hospitalization, sudden financial hardship, etc.) or excused absences, please send me an email or visit me in office hours to discuss your situation. I reserve the right to excuse assignments or issue incomplete grades in extreme circumstances or at the request of other university officials.

## **Late Assignments and Make-up Work**

Missed participation is subject to the missed class policy above. There are no opportunities for make-up work.

In-class presentations (discussion leading and book reports) may be rescheduled with a ten-percentage point penalty if the request arrives more than 74 hours before the originally scheduled presentation time (i.e. Friday at 5 pm the week before). Any requests to reschedule arriving after the 74-hour advanced notice deadline may be rescheduled with a 25-percentage point penalty. All rescheduling requests are subject to availability in the class calendar. For example, presentations or discussion leading scheduled the last day of class cannot be made up. Consult with me about availability.

For replication papers, there will be a ten-percentage point penalty for each 24-hour period that passes after the due date.

For final reflection papers, there will be a 20-percentage point penalty for each 24-hour period that passes after the due date. Papers received after the final exam period ends at 9 pm on Monday, April 27 will receive no credit. Papers received after 5 pm on Monday, April 27 that exceed the allowed AI threshold noted in the assignment description above will not be scheduled for a follow-up oral exam and will receive no credit.

## **Statement on Religious Holidays**

As a Jesuit, Catholic university, Loyola University Chicago invites people of all faiths and traditions to be a part of our community and we are committed to supporting students to grow in their faith traditions. I will work to accommodate students if the observance of a major religious holiday interferes with a student's academic work. If a student is unable to attend a class, participate in a test or quiz, be present for a presentation, or complete an assignment on a specific

day because of the observance of a religious holiday, the student will be excused and provided the opportunity to make up the work. Students will continue to be responsible for all assigned work and should notify me in advance through Loyola email of the religious observance(s) that conflict with their classes. Campus Ministry has published a list of religious holidays likely to affect Loyola students. This list can be found on the [Campus Ministry website](#).

### **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.

### **Technology Use**

I will allow the use of laptops, tablets, or other devices in class. However, if I suspect that devices are being used for purposes other than a resource to further discussion or take notes, I reserve the right to curtail or prohibit their use in class. The use of cell phones or other mobile communication devices is strictly prohibited during class, except in the event of an emergency. Cell phones minimally should be put on silent but preferably should be turned off. Students discovered using their phones during class time will be asked to turn off their phones and place them out of reach.

### **Student Accessibility**

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Students Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students should provide me with an accommodation notification from SAC, 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/sac>.

### **Notice of Reporting Obligations for Responsible Campus Partners**

As an instructor, I am a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (available at [www.luc.edu/equity](http://www.luc.edu/equity)). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP, **I am must notify the Office for Equity & Compliance ("OEC")/Title IX Coordinator when I have any information about conduct that reasonably may constitute Title IX Sex-Based Discrimination.**

Title IX Sex-Based Discrimination includes any of the following conduct, when the conduct was within the University's education program or activity:

- **Discrimination or discriminatory harassment on the basis of sex** (including sex stereotypes, sex characteristics, gender identity, sexual orientation, and Pregnancy or Related Conditions),
- **Sexual harassment** (including *quid pro quo* and hostile environment sexual harassment),
- **Sexual assault,**
- **Dating and/or domestic violence,** and/or
- **Stalking**

As the University's [Title IX](#) office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected.

As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Additionally, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at [equity@luc.edu](mailto:equity@luc.edu) or 773-508-7766.

If you ever wish to speak with a **confidential** resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed -- *without* generating a report or record with the OEC. More information about The Line can be found at [luc.edu/wellness](http://luc.edu/wellness).

### **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.

## **Statement on AI Use**

The purpose of this class is for students to develop their individual ability to think critically, comprehend, and write about American political institutions. That can only be achieved through personal engagement with ideas and material. Therefore, students may not use artificial intelligence (AI) to generate ideas or create text for any written assignments in this class.

Students suspected of using ChatGPT, Gemini, Claude, or any similar services to complete their written assignments will be subject to the sanctions described in the previous section.

## **Readings**

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. Students are responsible for obtaining their own copies of the books by Skocpol, Hall, and Lee. 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.

### **January 12: Introduction and Attitudes towards Institutions**

#### *Required Readings*

- Herbert McClosky. 1964. “Consensus and Ideology in American Politics.” *APSR* 58:361-82.
- Jack Citrin and Laura Stoker. 2018. “Political Trust in a Cynical Age.” *Annual Review of Political Science* 21:49-70.
- Joseph Uscinski et al. 2021. “American Politics in Two Dimensions: Partisan and Ideological Identities versus Anti-Establishment Orientations.” *AJPS* 65(4): 877-95.

#### *Recommended Readings*

- Jack Citrin. 1974. “Comment: The Political Relevance of Trust in Government.” *APSR* 68:973-88.
- John Hibbing and Elizabeth Theiss-Morse. 2001. “Process Preferences and American Politics: What the People Want Government to Be.” *APSR* 95:145-53.
- Luke Keele. 2007. “Social Capital and the Dynamics of Trust in Government.” *AJPS* 51:241-54.
- Danielle Allen. 2004. *Talking to Strangers: Anxieties of Citizenship Since Brown v. Board of Education*.
- Marc Hetherington. 2005. *Why Trust Matters: Declining Political Trust and the Demise of American Liberalism*.
- Roberto Stefan Foa and Yascha Mounk. 2016. “The Democratic Disconnect.” *Journal of Democracy* 27:5-17.

### **January 19: No class—MLK Day**

## January 26: Civil Society

### *Required Readings*

- Alexis de Tocqueville. 1840. *Democracy in America*. Vol. I, Part II, Ch. 4; Vol. II, Part II, Ch. 5 & 7.
- Theda Skocpol et al. 2000. “A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States.” *APSR* 94:527-46.
- Theda Skocpol. 2004. “Voice and Inequality: The Transformation of American Civic Democracy.” *Perspectives on Politics* 2:3-20.

### *Recommended Readings*

- Robert Dahl. 1963. *Who Governs?*
- Jack Walker. 1966. “A Critique of the Elitist Theory of Democracy.” *APSR* 60: 285-95.
- Sidney Verba, Kay Lehman Schlozman, and Henry Brady. 1995. *Voice and Equality: Civic Voluntarism in American Politics*.
- Robert Putnam. 2001. *Bowling Alone: The Collapse and Revival of American Community*.
- Theda Skocpol. 2003. *Diminished Democracy: From Membership to Management in American Civic Life*. Entire book.
- Lee Cronk and Beth Leech. 2012. *Meeting at Grand Central: Understanding the Social and Evolutionary Roots of Cooperation*.

## February 2: Interest Groups

### *Required Readings*

- Mancur Olson. 1971. *The Logic of Collective Action*. Chapters 1-2.
- Frank Baumgartner et al. 2009. *Lobbying and Policy Change*. Ch. 1-2.
- Kay Lehman Schlozman et al. 2018. *Unequal and Unrepresented*. Ch. 8.

### *Recommended Readings*

- David Truman. 1951. *The Governmental Process*.
- E.E. Schattschneider. 1960. *The Semisovereign People*.
- Robert Salisbury. 1969. “An Exchange Theory of Interest Groups.” *Midwest Journal of Political Science* 79:1-32.
- John Mark Hansen. 1985. “The Political Economy of Group Membership.” *APSR* 79:79-96.
- John Heinz et al. 1993. *The Hollow Core*.
- David Austen-Smith. 1993. “Information and Influence: Lobbying for Agendas and Votes.” *AJPS* 37:799-833.
- David Lowery and Virginia Gray. 1995. “The Population Ecology of Gucci Gulch or the Natural Regulation of Interest Group Numbers in the American States.” *AJPS* 39: 1-29.

- Marie Hojnacki. 1997. "Interest Groups' Decisions to Join Alliances or Work Alone." *AJPS* 41(1): 61-87.
- Mark Smith. 2000. *American Business and Political Power: Public Opinion, Elections, and Democracy*.
- Frank Baumgartner and Beth Leech. 2001. "Interest Niches and Policy Bandwagons: Patterns of Interest Group Involvement in National Politics." *JOP* 63:1191-1213.
- Richard Hall and Alan Deardorff. 2006. "Lobbying as Legislative Subsidy." *APSR* 100: 69-84.
- Kay Lehman Schlozman et al. 2012. *The Unheavenly Chorus*.
- Janet Box-Steffensmeier, Dino Christenson, and Alison Craig. 2019. "Cue-Taking in Congress: Interest Group Signals from Dear Colleague Letters." *AJPS* 63:163-80.

## February 9: Political Parties

### Required Readings

- V.O. Key, Jr. 1949. *Southern Politics in State and Nation*. Ch. 14.
- John Aldrich. 2011. *Why Parties? A Second Look*. Ch. 1.
- Geoffrey Layman et al. 2010. "Activists and Conflict Extension in American Party Politics." *APSR* 104:324-46.
- Kathleen Bawn et al. 2012. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." *Perspectives on Politics* 10:571-97.

### Recommended Readings

- Edward Carmines and James Stimson. 1989. *Issue Evolution: Race and the Transformation of American Politics*.
- Paul Frymer. 1999. *Uneasy Alliances: Race and Party Competition in America*.
- Gary Miller and Norman Schofield. 2003. "Activists and Partisan Realignment in the United States." *APSR* 97:245-60.
- David Karol. 2009. *Party Position Change in American Politics: Coalition Management*.
- Matt Grossmann and David Hopkins. 2016. *Asymmetric Politics: Ideological Republicans and Group Interest Democrats*.
- Daniel Schlozman and Sam Rosenfeld. 2025. *The Hollow Parties: The Many Pasts and Disordered Present of American Party Politics*.

## February 16: Elections

### Required Readings

- Downs, Anthony. 1957 "An Economic Theory of Political Action in a Democracy." *Journal of Political Economy* 65(2): 135-150.
- Barry Burden et al. 2014. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform." *AJPS* 58(1): 95-109.

- Hassell, Hans. 2016. “Party Control of Party Primaries: Party Influence in Nominations for the U.S. Senate.” *JOP* 78:75-87.
- Porter, Rachel, and Sarah A. Treul. 2025. “Evaluating (In)Experience in Congressional Elections.” *AJPS* 69: 284-98.

#### *Recommended Readings*

- Gary Jacobson. 1989. “Strategic Politicians and the Dynamics of U.S. House Elections, 1946-86.” *APSR* 83:773-93.
- Thomas Carsey. 2001. *Campaign Dynamics*.
- Martin Cohen et al. 2008. *The Party Decides: Presidential Nominations Before and After Reform*.
- Cherie Maestas and Cynthia Rugeley. 2008. “Assessing the ‘Experience Bonus’ Through Examining Strategic Entry, Candidate Quality, and Campaign Receipts in U.S. House Elections.” *AJPS* 52(3): 520-35.
- Seth Masket. 2009. *No Middle Ground: How Informal Party Organization Control Nominations and Polarize Legislatures*.
- James Druckman, Martin Kifer, and Michael Parkin. 2009. “Campaign Communications in U.S. Congressional Elections.” *APSR* 103:343-66.
- Tracy Sulkin. 2011. *The Legislative Legacy of Congressional Campaigns*.
- Melanie Springer. 2012. “State Electoral Institutions and Voter Turnout in Presidential Elections, 1920-2000.” *SPPQ* 12(3): 252-83.
- Eric McGhee et al. 2015. “A Primary Cause of Partisanship? Nomination Systems and Legislator Ideology.” *AJPS* 58:337-51.
- Ryan Enos and Eitan Hersh. 2015. “Party Activists as Campaign Advertisers: The Ground Campaign as a Principal-Agent Problem.” *APSR* 109:252-78.
- Brendan Nyhan and Jacob Montgomery. 2015. “Connecting the Candidates: Consultant Networks and the Diffusion of Campaign Strategy in American Congressional Elections.” *AJPS* 292-308.
- Bruce Desmarais, Raymond La Raja, and Michael Kowal. 2015. “The Fates of Challengers in U.S. House Elections: The Role of Extended Party Networks in Supporting Candidates and Shaping Electoral Outcomes.” *AJPS* 59:194-211.
- Hall, Andrew B. 2019. *Who Wants to Run?*

#### **February 23: Media**

#### *Required Readings*

- Timothy Cook. 1998. *Governing with the News*. Ch. 4-5
- Johanna Dunaway. 2008. “Markets, Ownership, and the Quality of Campaign News Coverage.” *JOP* 70:1193-1202.
- Gregory Martin and Joshua McCrain. 2019. “Local News and National Politics.” *APSR* 113:372-84.

### *Recommended Readings*

- Gans, Herbert J. 1979. *Deciding What's News*.
- Charles Franklin 1991. “Eschewing Obfuscation? Campaigns and the Perception of U.S. Senate Incumbents.” *APSR* 85:1193-1214.
- Martin Gilens and Craig Hertzman. 2000. “Corporate Ownership and News Bias: Newspaper Coverage of the 1996 Telecommunications Act.” *JOP* 62:369-86.
- James Hamilton. 2004. *All the News That's Fit to Sell*.
- Amber Boydston. 2013. *Making the News: Politics, the Media, and Agenda Setting*.
- Jeffrey Berry and Sarah Sobieraj. 2014. *The Outrage Industry: Political Opinion Media and the New Incivility*.
- Joshua Clinton and Ted Enamorado. 2014. “The National News Media’s Effect on Congress: How *Fox News* Affected Elites in Congress.” *JOP* 76:928-43.
- Danny Hayes and Jennifer Lawless. 2021. *News Hole: The Demise of Local Journalism and Political Engagement*.

### **March 2: Spring Break – No class meeting**

### **March 9: State & Local Politics**

#### *Required Reading*

- Charles Shipan and Craig Volden. 2008. “The Mechanisms of Policy Diffusion.” *AJPS* 52:840-57.
- Arthur Lupia et al. 2010. “Why State Constitutions Differ in Their Treatment of Same-Sex Marriage.” *JOP* 70:1217-31.
- Jessica Trounstine. 2016. “Segregation and Inequality in Public Goods.” *AJPS* 60(3): 709-25.
- Gerald Gamm and Thad Kousser. 2021. “Life, Literacy, and the Pursuit of Prosperity” *APSR* 115:1442-63.

#### *Recommended Readings*

- V.O. Key, Jr. 1949. *Southern Politics in State and Nation*.
- Walker, Jack L., 1969. “The diffusion of innovations among the American states.” *American political science review*, 63(3), pp.880-899.
- Peverill Squire. 1992. “Legislative Professionalization and Membership Diversity in State Legislatures.” *Legislative Studies Quarterly* 17:69-79.
- Robert Erikson, Gerald Wright, and John McIver. 1993. *Statehouse Democracy: Public Opinion and Policy in the American States*.
- Gerald Wright and Brian Schaffner. 2002. “The Influence of Party: Evidence from the State Legislatures.” *APSR* 96:367-79.
- Andrew Karch. 2007. “Emerging Issues and Future Directions in State Policy Diffusion Research.” *State Politics & Policy Quarterly* 7:54-80.

- Thad Kousser and Justin Phillips. 2010. *The Power of American Governors*.
- Boris Shor and Nolan McCarty. 2011. “The Ideological Mapping of American Legislatures.” *APSR* 105(3): 530-51.
- Jeff Lax and Justin Phillips. 2012. “The Democratic Deficit in the States.” *AJPS* 56:148-66.
- Elisabeth Gerber et al. 2000. *Stealing the Initiative: How State Government Responds to Direct Democracy*.
- Lisa Miller. 2008. *The Perils of Federalism*.
- Gerald Gamm and Thad Kousser. 2013. “No Strength in Numbers: The Failure of Big-City Bills in American State Legislatures, 1880-2000.” *APSR* 107:663-78.
- Chris Tausanovitch and Christopher Warshaw. 2014. “Representation in Municipal Government.” *APSR* 108:605-41.
- Fred Boehmke, Tracy Osborn, and Emily Schilling. 2015. “Pivotal Politics and Initiative Use in the American States.” *Political Research Quarterly* 68(4): 665-77.
- Steven Rogers. 2017. “Electoral Accountability for State Legislative Roll Calls and Ideological Representation.” *APSR* 111:555-71.
- Devin Caughey and Christopher Warshaw. 2018. “Policy Preferences and Policy Change: Dynamic Responsiveness in the American States, 1936-2014.” *APSR* 112:249-66.
- Katherine Levine Einstein et al. 2019. “Who Participates in Local Government? Evidence from Meeting Minutes.” *Perspectives on Politics* 17(1): 28-46.

## **March 16: Congress—the Electoral Connection and Representation**

### *Required Readings*

- David Mayhew. 1973. *Congress: The Electoral Connection*. Ch. 1.
- Richard F. Fenno, Jr. 1977. “US House members in their constituencies: An exploration.” *American Political Science Review* 71(3): 883-917.
- Kenneth Lowande, Melinda Ritchie, and Erinn Lauterbach. 2019. “Descriptive and Substantive Representation in Congress: Evidence from 80,000 Congressional Inquiries.” *AJPS* 63:644-659.

### *Recommended Readings*

- Warren Miller and Donald Stokes. 1963. “Constituency Influence in Congress.” *APSR* 57:45-57.
- Richard Fenno. 1978. *Home Style: House Members in Their Districts*.
- Bruce Cain, John Ferejohn, and Morris Fiorina. 1987. *The Personal Vote: Constituency Service and Electoral Independence*.
- David Canon. 1999. *Race, Redistricting, and Representation: The Unintended Consequences of Black Majority Districts*.
- Brandice Canes-Wrone, David Brady, and John Cogan. 2002. “Out of Step, Out of Office: Electoral Accountability and House Members’ Voting.” *APSR* 96:127-40.

- Joshua Clinton. 2006. "Representation in Congress: Constituents and Roll Calls in the 106<sup>th</sup> House." *JOP* 68:397-409.
- Kristina Miler. 2007. "The View from the Hill: Legislative Perceptions of the District." *Legislative Studies Quarterly* 32:597-628.
- Barry Burden. 2007. *The Personal Roots of Representation*.
- Matthew Hayes, Matthew Hibbing, and Tracy Sulkin. 2010. "Redistricting, Responsiveness, and Issue Attention." *Legislative Studies Quarterly* 35:91-115.
- Christian Grose. 2011. *Congress in Black and White*.
- Nicholas Carnes. 2013. *White-Collar Government*.
- Jeffrey Harden. 2015. *Multidimensional Democracy*.
- Christopher Achen and Larry Bartels. 2016. *Democracy for Realists*.
- Douglas Ahler and David Broockman. 2018. "The Delegate Paradox: Why Polarized Politicians Can Represent Citizens Best." *JOP* 80:1117-1133.

### March 23: Congress—Internal Dynamics

#### Required Readings

- Nelson Polsby. 1968. "The Institutionalization of the U.S. House of Representatives." *APSR* 62:148-68.
- Frances Lee. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. Ch. 2-3.
- Ban, Pamela, Ju Yeon Park, and Hye Young You. 2023. "How Are Politicians Informed? Witnesses and Information Provision in Congress." *APSR* 117(1): 122-39.

#### Recommended Readings

- Richard Fenno. 1973. *Congressmen in Committees*.
- John Kingdon. 1973. *Congressmen's Voting Decisions*.
- Joseph Cooper and David Brady. 1981. "Institutional Context and Leadership Style: The House from Cannon to Rayburn." *APSR* 75:411-25.
- Douglas Arnold. 1990. *The Logic of Congressional Action*.
- Keith Krehbiel. 1991. *Information and Legislative Organization*.
- David Rohde. 1991. *Parties and Leaders in the Post-Reform House*.
- Keith Krehbiel. 1993. "Where's the Party?" *BJPS* 23: 235-66.
- Keith Krehbiel. 1998. *Pivotal Politics: A Theory of U.S. Lawmaking*.
- Jason Roberts and Steven Smith. 2003. "Procedural Contexts, Party Strategy, and Conditional Party Voting in the U.S. House of Representatives, 1971-2000." *AJPS* 47:305-17.
- Diana Evans. 2004. *Greasing the Wheels: Using Pork Barrel Projects to Build Majority Coalitions in Congress*.
- Gary W. Cox and Mathew D. McCubbins. 2005. *Setting the Agenda: Responsible Party Government in the U.S. House of Representatives*.
- Sean Theriault. 2008. *Party Polarization in Congress*.

- Frances Lee. 2009. *Beyond Ideology: Politics, Principles, and Partisanship in the U.S. Senate*.
- David Rohde. 2013. “Reflections on the Practice of Theorizing: Conditional Party Government in the Twenty-First Century.” *JOP* 75:849-64.
- Laurel Harbridge. 2015. *Is Bipartisanship Dead?*
- James Curry. 2015. *Legislating in the Dark*.
- Sarah Treul. 2017. *Agenda Crossover: The Influence of State Delegations in Congress*.
- Jeffery A. Jenkins and Charles Stewart III. 2018. “The Deinstitutionalization (?) of the House of Representatives” *Studies in APD* 32:166-87.
- James Curry and Frances Lee. 2020. *The Limits of Party: Congress and Lawmaking in a Polarized Era*.

## March 30: Presidency I

### Required Readings

- Lyn Ragsdale and John Theiss. 1997. “The Institutionalization of the American Presidency.” *AJPS* 93:99-114.
- George C. Edwards III. 2021. *Changing Their Minds? Donald Trump and Presidential Leadership*. Part I.

### Recommended Readings

- James David Barber. 1972. *Presidential Character*.
- Richard E. Neustadt. 1990. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*.
- Samuel Kernell. 1997. *Going Public: New Strategies of Presidential Leadership*.
- Stephen Skowronek. 1997. *The Politics Presidents Make: Leadership from John Adams to Bill Clinton*.
- Charles Cameron. 2000. *Veto Bargaining: Presidents and the Politics of Negative Power*.
- Andrew Rudalevige. 2002. *Managing the President’s Program: Presidential Leadership and Legislative Policy Formulation*.
- Brandice Canes-Wrone. 2006. *Who Leads Whom? Presidents, Policy, and the Public*.
- James Druckman and Lawrence Jacobs. 2015. *Who Governs? Presidents, Public Opinion, and Manipulation*.
- George Krause and Anne Joseph O’Connell. 2016. “Experiential Learning and Presidential Management of the U.S. Federal Bureaucracy: Logic and Evidence from Agency Leadership Appointments.” *AJPS* 60:914-31.
- Gary Hollibaugh, Gabriel Horton, and David Lewis. 2014. “Presidents and Patronage.” *AJPS* 58:1024-42.
- Douglas Kriner and Andrew Reeves. 2015. “Presidential Particularism and Divide-the-Dollar Politics.” *APSR* 109:155-71.

- Andrew Reeves and Jon Rogowski. 2018. “The Public Cost of Unilateral Action.” *AJPS* 62:424-40.
- Sharece Thrower. 2017. “To Revoke or Not Revoke? The Political Determinants of Executive Order Longevity.” *AJPS* 61:642-56.
- Hans Hassell and Samuel Kernell. 2016. “Veto Rhetoric and Legislative Riders.” *AJPS* 60:845-59.
- Stephen Skowronek et al. 2021. *Phantoms of a Beleaguered Republic: The Deep State and the Unitary Executive*.

## April 6: Presidency II

**Note: Yes, we have class on Easter Monday. Classes resume at 4:00 pm.**

### Required Readings

- George C. Edwards III. 2021. *Changing Their Minds? Donald Trump and Presidential Leadership*. Part II-III.

## April 13: Bureaucracy

### Required Readings

- Mathew McCubbins and Thomas Schwartz. 1984. “Congressional Oversight Overlooked: Police Patrols versus Fire Alarms.” *AJPS* 28(1): 165-79.
- Jason Webb Yackee and Susan Webb Yackee. 2006. “A Bias Toward Business? Assessing Interest Group Influence on the Bureaucracy.” *JOP* 68:128-39.
- Rachel Augustine Potter. 2017. “Slow-Rolling, Fast-Tracking, and the Pace of Bureaucratic Decisions in Rulemaking.” *JOP* 79:841-55.

### Recommended Readings

- Charles Lindblom. 1959. “The Science of Muddling Through.” *Public Administration Review* 19:79-88.
- Michael Cohen, James March, and Johan Olsen. 1972. “A Garbage Can Model of Organizational Choice.” *Administrative Science Quarterly* 17:1-25.
- Gary Miller. 1992. *Managerial Dilemmas: The Political Economy of Hierarchy*.
- Daniel Carpenter. 2001. *The Forging of Bureaucratic Autonomy: Reputations, Networks, and Policy Innovation in Executive Agencies*.
- John Huber and Charles Shipan. 2002. *Deliberate Discretion: The Institutional Foundation of Bureaucratic Autonomy*.
- Sean Gailmard and John Patty. 2007. “Slackers and Zealots: Civil Service, Policy Discretion, and Bureaucratic Expertise.” *AJPS* 51:873-89.
- Joel D. Aberbach and Bert A. Rockman. 2009. “The Appointments Process and the Administrative Presidency.” *PSQ* 39:38-59.

- Joshua Clinton, David Lewis, and Jennifer Selin. 2015. “Influencing the Bureaucracy: The Irony of Congressional Oversight.” *AJPS* 58:387-401.
- David Konisky and Manuel Teodoro. 2016. “When Governments Regulate Governments.” *AJPS* 60:559-74.
- Christine Palus and Susan Webb Yackee. 2016. “Clerks or Kings? Partisan Alignment and Delegation to the U.S. Bureaucracy.” *Journal of Public Administration Research and Theory* 26:693-708.
- Kenneth Lowande. 2018. “Who Polices the Administrative State?” *APSR* 112:874-90.
- Alexander Bolton and Sharece Thrower. 2019. “The Constraining Power of the Purse: Executive Discretion and Legislative Appropriations.” *JOP* 81:1266-81.
- Rachel Augustine Potter. 2019. *Bending the Rules: Procedural Politicking in the Bureaucracy*.

## April 20: Courts

### Required Readings

- Robert Dahl. 1957. “Decision-Making in a Democracy: The Supreme Court as National Policy Maker.” *Journal of Public Law* 6:279-95.
- Michael Bailey and Forrest Maltzman. 2008. “Does Legal Doctrine Matter? Unpacking Law and Policy Preferences on the U.S. Supreme Court.” *APSR* 102:369-84.
- Matthew E.K. Hall. 2014. “The Semi-Constrained Court: Public Opinion, the Separation of Powers, and the U.S. Supreme Court’s Fear of Nonimplementation.” *AJPS* 58:352-66.

### Recommended Readings

- Jonathan Casper. 1976. “The Supreme Court and National Policy Making.” *APSR* 70:50-63.
- Gerald N. Rosenberg. 1991. *The Hollow Hope: Can Courts Bring About Social Change?*
- Lee Epstein and Jack Knight. 1998. *The Choices Justices Make*.
- Melinda Gann Hall. 2001. “State Supreme Courts in American Democracy: Probing the Myths of Judicial Reform.” *APSR* 95:315-30.
- Forrest Maltzman, James F. Spriggs II, and Paul J. Wahlbeck. 2002. *Crafting Law on the Supreme Court: The Collegial Game*.
- Jeffrey A. Segal and Harold J. Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*.
- Thomas G. Hansford and James F. Spriggs, III. 2006. *The Politics of Precedent on the Supreme Court*.
- Timothy R. Johnson, Paul J. Wahlbeck, and James F. Springs, II. 2006. “The Influence of Oral Arguments on the U.S. Supreme Court.” *American Political Science Review* 100: 99-114.
- Janet Box-Steffensmeier, Dino Christenson, and Matthew Hitt. 2013. “Quality over Quantity: Amici Influence and Judicial Decision Making.” *APSR* 107(3): 446-60.

- Brandice Canes-Wrone, Tom Clark, and Jason Kelly. 2014. “Judicial Selection and Death Penalty Decisions.” *APSR* 108:23-39.
- Rachel Hinkle. 2015. “Legal Constraint in the U.S. Courts of Appeals.” *JOP* 77:721-35.
- Matthew Hall and Joseph Ura. 2015. “Judicial Majoritarianism.” *JOP* 77(3): 818-32.
- Ryan Black and Ryan Owens. 2016. “Courting the President: How Circuit Court Judges Alter Their Behavior for Promotion to the Supreme Court.” *AJPS* 60:30-43.

**April 27: Final Exam Period, 7-9 pm**

**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.