



Proseminar in American Government and Politics

PSCI 509 01W

Spring 2016

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Course Information

Textbook(s) required:

Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven, CT: Yale University Press (ISBN: 0-3000-10587-8).

Smith, Steven. 2008. *Party Influence in Congress*. New York: Cambridge University Press (ISBN: 978-0521703871).

Abramowitz, Alan. 2011. *The Disappearing Center: Engaged Citizens, Polarization, and American Democracy*. New Haven, CT: Yale University Press (ISBN: 978-0300168297).

Textbook Readings. Given the vast amount of information available in the course, we will not have enough time to “cover” all of the readings in the assigned books—chapter by chapter—and assigned journal articles. Consequently, this course will depend on you to **complete all assigned readings** and be prepared to discuss them in online class in a timely manner. Please note that all assigned readings are critically important for successfully completing exams, discussions, and class activities.

Course Description

This course will provide students with a broad introduction to the study of American politics. This is the core seminar on American politics and the nature of the course means that the scope is quite broad and we will read classic works and contemporary works in the field. The goal of the seminar is providing the theoretical, substantive, and methodological foundations for additional study in American politics.

Student Learning Outcomes

Upon completion of this course, students will be able to

1. Discuss how individuals in the United States process political information and explain how this contributes to our understanding of public opinion in the United States.
2. Distinguish between different forms of political participation and discuss what factors influence voting behavior.
3. Describe the role that political parties play in linking citizens with their elected officials.
4. Describe how the individual goals of members affect how Congress operates as an institution.
5. Discuss the dynamics of judicial behavior and the role of the judiciary in American politics.
6. Explain the role of the president in the American political system.

7. Engage in original, methodologically sound, and theoretically grounded, research in American politics.

Course Requirements

Instructional / Methods / Activities Assessments

All students are expected to comply with the following requirements.

1. Complete all course readings for each module of the course.
2. Regularly check the course site for announcement and updates.
3. Complete assigned readings.
4. Take the scheduled exam.
5. Participate fully in the class discussion.
6. Complete class activities.
7. Write a research paper.
8. Students will respect their fellow classmates and the instructor. This includes treating everyone with courtesy and respect in any and all correspondence for the course. For more information on this subject, please see the Student Guidebook.
9. All students will maintain the highest level of personal responsibility and academic honesty. Academic dishonesty affects all individuals at the University and accordingly will not be tolerated. For this class, academic dishonesty includes cheating, plagiarism, collusion and/or falsifying academic work. In particular, passing off work as your own that was written by someone else, without proper citation or attribution, on either exams or discussion assignments will be considered an act of plagiarism. This holds true whether material comes from the textbook, another publication, an internet source, or another student. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course and may result in significant administrative penalties.
10. Students will comply with any and all eCollege technical requirements in terms of training, computer access, & Internet access.
11. Failure to complete two of any discussion, assignment, or activity will be considered "excessive" absenteeism and the student will be administratively dropped from the class.

Grading

This course occurs in a digital learning environment designed in module format. Each module runs around two weeks during which time you will be expected to read assigned material, participate in discussions, complete class activities, write a research paper, and take the exam. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted.

Exam: 100 Points (20% of total course grade)

In the last module, you will be given an exam in which you will be required to demonstrate your knowledge of the material covered in this seminar. You will have 72 hours to complete the exam after the questions are distributed. The exam will begin at **11:59 PM, May 3** and will close 72 hours later at **11:59 PM, May 6**.

The format of this exam will resemble that of the department's qualifying exam. The exam will consist of 3 questions, of which you will answer two. You will be allowed to consult any of the course materials (books, readings, notes, discussion papers, and the like) but you are NOT allowed to discuss the exam with anyone but me. I will post the exam on eCollege at a specified point in time, and you will post your answers to Dropbox on eCollege.

o Complete exam [Possible points (100 points x 1 exam) = 100 points]

Exam cannot be made up. No late work accepted.

Class Discussion: 110 Points (22% of total course grade)

This is the second graded component of the course and will consist of 13 discussions (Each discussion has possibly two discussion topics). A module's discussion topics will open on **Tuesday at 9 AM**. Each discussion thread will close two weeks later at **11:59 PM on Monday**. Regardless of the reason, there will be no make-up opportunities for discussion assignments and students will not receive any credit for posts made after the deadline. However, **I will drop two lowest discussion scores in calculating overall discussion scores.**

The instructor will create a discussion thread topic for each discussion to which students are expected to compile responses.

Students will be graded upon two criteria. First, students are expected to submit an original response to the topic posted, answering all parts of the topic (one original post requiring at least 350 words in length). Second, students are expected to respond to the posts of other students (at least two peer responses requiring at least 250 words each in length).

Students should include a word count in parentheses at the end of every post. Students must post their original responses by **11:59 PM on the Monday after the discussion is open**. Students who do not post their original response by then will receive a 0 for the assignment. Please note that you will be unable to see other student's responses until you post your response.

Students will receive a grade on each discussion assignment (Students who do not participate will receive a 0). Grades will be based both upon the quality of the content of a student's posts, as well as the student's engagement with other students by responding to posts. Posts that do not fully answer the questions or do not respond posted will not receive full credit. Students who wait until the end of the time frame may receive a grade penalty.

Discussion posts cannot be made up. No late work accepted.

o Post your discussion answers to respond to the discussion questions

[Possible points (6 points x 11 Discussions) = 66 points]

o Respond to classmates' postings

[Possible points ((2 points x 2 responses) x 11 Discussions) = 44 points]

Possible assigned points will be divided by the total number of discussion questions.

See the Guidelines/Rubric for Discussion Answer and Guidelines/Rubric for Responding Peer's Posting for the evaluation criteria (Will be placed in Doc Sharing under Course Document).

All content submitted for Discussion Assignments must be a student's original submission. Any material taken from another source, including the textbook, should include a proper citation. Material which is copied or pasted from any source will be considered plagiarism as discussed above in the Course Policies and Procedures section.

Readings Summary Reports / Discussion Lead: 80 points (16% of total course grade)

Each student will be assigned to a group for the duration of the course. Each group has generally two students and is required to lead discussion. It is very important that discussion leaders come to class well prepared with interesting and thought provoking questions and topics of conversation. Basically, discussion leaders should be active in making comments on others' posts and raise interesting questions that provoke other student's responses.

As a discussion leader each group will be required to write a report summarizing the readings to be discussed in class. These reports will be useful in preparing for your exam. Only one report covering all the assigned readings is required and this summary report should be uploaded to Dropbox on eCollege under Summary Reports **before the start of the module**. I will move this report from Dropbox to DocSharing **after we complete the module** so that this report can be shared with other students (**Note that this report will not be available to other students until we complete the module. Therefore students are responsible for doing assigned readings by themselves**). The author(s) of each topic will be pre-assigned to guarantee a fair workload.

Reports should summarize the following elements: 1) the principal question under investigation; 2) the theoretical perspective being used; 3) the logic of the argument; 4) the research design/methodology used; and 5) a suggested (brief) alternative methodology/research design. You may also want to include brief critiques of the work, though the primary intent of these reports is to provide you with future study guides. A secondary goal is to get you into working groups to discuss the readings so as to give us a “running start” for class discussion.

o Lead class discussion and reading summary [Possible points (40 points x 2 topics) = 80 points]

Class (Research) Activities: 50 points (10% of total course grade)

You will have an opportunity to do a variety of research-related class activities. More specific information will be provided later.

o Complete class activity [Possible points (10 points x 5 Modules) = 50 points]

Research Paper: 100 points (20% of total course grade)

You will write a research paper. A research paper will ask you to write a specific topic and issue in the area of American politics. Instructions with details on research paper will be distributed later.

o Write a research paper [Possible points (100 points x 1 paper) = 100 points]

Self-Assessment: 60 points (12% of total course grade)

You will assess your performance for each module.

o Complete self-assessment [Possible points (7.5 points x 8 Modules) = 60 points]

Summary of Assignments and Grading

Assignments	How Many	Point Value	Total Possible	Percent of Total
Exam	1	100	100 Points	20%
Discussion	13 (11)	10	110 Points	22%
Readings Summary+Discussion Lead	2	40	80 points	16%
Class (Research) Activity	5	10	50 points	10%
Research Paper	1	100	100 points	20%
Self-Assessment	8	7.5	60 points	12%
Total			500 points	100%

Grading Scale

Points	Grade	Standard
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451-500	A	Superior
401-450	B	Above Average
351-400	C	Average Performance
301-350	D	Below Average
300 & Below	F	Unsatisfactory

Late Work

No late work accepted and work cannot be made up. Technical difficulties of the student's equipment or internet provider are not excused. When such difficulties occur, students are expected to locate an alternative source for submitting assignments, e.g., neighbor, work place, public library, etc. Technical difficulties caused by the University or eCollege can be excused provided the student obtains documentation from technical support. Students should always have a back-up in mind for unexpected glitches in technology.

Technology Requirements

Because this is an online course, all students must meet the following technology requirements to successfully complete this course.

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

Access and Navigation

Pearson LearningStudio Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

Communication and Support

It is very important to go to this online course 4-5 times each week to:

1. Read new announcements
2. Check your university email
3. Review activities and assignments
4. Check the schedule of activities and assignments
5. Communicate as needed with your instructor and class members.

Submitting assignments

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

Each assignment or work should include your name in the content. Also make your computer file name, when attaching to the Dropbox, using your last name and a specific assignment (i.e., Choi Paper.doc or Choi Activity1.docx).

Announcements

Announcements are posted often in the course. When you go to the course, you should first read any announcements that have been posted since you were last in the class.

Email Correspondence

Email from me is sent to your University email account. It is important to go to MyLeo mail regularly to check for messages.

If you need to contact me, email is the best way to reach me. Please send your message with your first and last name so I know who you are. Unless otherwise announced, I will do my best to respond within 48 hours except weekends.

Course and University Procedures/Policies

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Plagiarism

Plagiarism is taking someone else's work and passing it off as your own words, thoughts, or ideas. This includes, but is not limited to, using direct quotes out of a book or from the internet as your own words, properly using quotation marks but noting the wrong person as the author, purchasing a paper from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages as your final paper. Cheating on exams and discussion posts or allowing others to copy your answers is another form of academic dishonesty.

Plagiarism is a serious offense and will not be tolerated. Plagiarism will result in an F for the course and notification to the university. If a student needs additional assistance, please consult me during my office hours or email me.

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Course Schedule

This is the anticipated course schedule, but it may be subject to minor revisions as the semester progresses. Most of the journal articles are available through JSTOR or other electronic database.

Module 1 (January 19 – 25)

Course Introduction

Class Activity #1

Module 2 (January 26 – February 8)

Democratic Theory and Approaches to the Study of American Politics

Riker, William H. 1982. *Liberalism Against Populism*. San Francisco: W. H. Freeman. Reissued by Waveland Press, Inc. 1988, Prospect Heights, IL. Ch. 1.

Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper Collins Publishers. Ch. 1.

Bachrach, Peter, and Morton S. Baratz. 1962. "The Two Faces of Power." *American Political Science Review* 56(4): 947-952.

McGraw, Kathleen M. 2000. "Contributions of the Cognitive Approach to Political Psychology." *Political Psychology* 21(4): 805-832.

Alford, John R. and John R. Hibbing. 2004. "The Origin of Politics: An Evolutionary Theory of Political Behavior." *Perspectives on Politics* 2(4): 707-723.

Information, Ideology, and Political Sophistication

Popkin, Samuel. 1991. *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*. Chicago, IL: University of Chicago Press. Chs. 1-2.

Conover, Pamela Johnston and Stanley Feldman. 1981. "The Origins and Meaning of Liberal/Conservative Self-Identifications." *American Journal of Political Science* 25 (4): 617-645.

Luskin, Robert C. and John G. Bullock. 2011. "'Don't Know' means 'Don't Know': DK Responses and the Public's Level of Political Knowledge." *Journal of Politics* 73(2): 547-557.

Jacoby, William G. 1995. "The Structure of Ideological Thinking in the American Electorate." *American Journal of Political Science* 39(2): 314-335.

Discussion #1

Discussion #2

Module 3 (February 9 – 22)

Public Opinion

John Zaller. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press. Chs. 2-3.

Kinder, Donald and Nicholas Winter. 2001. "Exploring the Racial Divide: Blacks, Whites, and Opinion on National Policy." *American Journal of Political Science*. 45(2): 439-453.

Druckman, James N., Jordan Fein, and Thomas J. Leeper. 2012. "A Source of Bias in Public Opinion Stability." *American Political Science Review* 106(2): 430-454.

Cobb, Michael D. and James H. Kuklinski. 1997. "Changing Minds: Political Arguments and Political Persuasion." *American Journal of Political Science* 41(1): 88-121.

Campaigns and Elections

- Holbrook, Thomas M. 1994. "Campaigns, National Conditions, and U.S. Presidential Elections." *American Journal of Political Science* 38(4): 973-998.
- Finkel, Steven E. 1993. "Reexamining the "Minimal Effects" Model in Recent Presidential Campaigns." *Journal of Politics* 55(1): 1-21.
- Jacobson, Gary C. 1990. "The Effects of Campaign Spending in House Elections: New Evidence for Old Arguments." *American Journal of Political Science* 34(2): 334-362.
- Abramowitz, Alan I, Brad Alexander, and Matthew Gunning. 2006. "Incumbency, Redistricting, and the Decline of Competition in U.S. Elections." *Journal of Politics* 68(1): 75-88.

Discussion #3
Discussion #4
Class Activity #2

Module 4 (February 23 – March 7)

Political Participation

- Lewis-Beck, M., W. Jacoby, H. Norpoth, and H. Weisberg. 2008. *The American Voter Revisited* Ann Arbor, MI: University of Michigan Press. Ch. 5.
- Leighley, Jan E. 1995. "Attitudes, Opportunities and Incentives: A Field Essay on Political Participation." *Political Research Quarterly* 48(1): 181-209.
- McDonald, Michael P. and Samuel L. Popkin. 2001. "The Myth of the Vanishing Voter." *American Political Science Review* 95(4): 963-974.
- Kahn, Kim Fridkin, and Patrick J. Kenney. 1999. "Do Negative Campaigns Mobilize or Suppress Turnout? Clarifying the Relationship Between Negativity and Participation." *American Political Science Review* 93(4): 877-889.

Race, Ethnicity, and Identity Politics

- Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American Political Science Review* 104(1): 40-60.
- Hutchings, Vincent L. and Nicholas A. Valentino. 2004. "The Centrality of Race in American Politics." *Annual Review of Political Science* 7: 383-408.
- White, Ismail K. 2007. "When Race Matters and When It Doesn't: Racial Group Differences in Response to Racial Cues." *American Political Science Review* 101(2): 339-354.
- Oliver, J. Eric and Tali Mendelberg. 2000. "Reconsidering the Environmental Determinants of White Racial Attitudes." *American Journal of Political Science* 44(3): 574-589.

Discussion #5
Discussion #6
Class Activity #3

Module 5 (March 8 – 28)

Political Parties

- Aldrich, John. 2011. *Why Parties? A Second Look*. Chicago, IL: University of Chicago Press. Chs. 1-2.
- Schickler, Eric, Kathryn Pearson, and Brian D. Feinstein. 2010. "Congressional Parties and Civil Rights Politics from 1933 to 1972." *Journal of Politics* 72(3): 672-689.
- Bawn, Kathleen, Martin Cohen, David Karol, Seth Masket, Hans Noel and John Zaller. 2012. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." *Perspectives on Politics* 10(3): 571-597.

Valentino, Nicholas A. and David O. Sears. 2005. "Old Times There Are Not Forgotten: Race and Partisan Realignment in the Contemporary South." *American Journal of Political Science* 49(3): 672-688.

Party Polarization

Abramowitz, Alan. 2011. *The Disappearing Center: Engaged Citizens, Polarization, and American Democracy*. New Haven: Yale University Press.

Layman, Geoffrey C., Thomas M. Carsey, and Juliana Menasce Horowitz. 2006. "Party Polarization in American Politics: Characteristics, Causes, and Consequences." *Annual Review of Political Science* 9: 83-110.

Bonica, Adam, Nolan McCarty, Keith T. Poole, and Howard Rosenthal. 2013. "Why Hasn't Democracy Slowed Rising Inequality?" *The Journal of Economic Perspectives* 27(3): 103-123.

Discussion #7

Discussion #8

Class Activity #4

Module 6 (March 29 – April 11)

Courts

Segal, Jeffrey A. and Harold J. Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*. New York: Cambridge University Press. Ch. 1.

George, Tracy E. and Lee Epstein. 1992. "On the Nature of Supreme Court Decision Making." *American Political Science Review* 86(2): 323-337.

McGuire, Kevin T., and James A. Stimson. 2004. "The Least Dangerous Branch Revisited: New Evidence on Supreme Court Responsiveness to Public Preferences." *Journal of Politics* 6(4): 1018-1035.

Epstein, Lee, and Jack Knight. 2000. "Toward a Strategic Revolution in Judicial Politics: A Look Back, a Look Ahead." *Political Research Quarterly* 53(3): 625-662.

Representation

Hill, Kim Quail, and Patricia Hurley. 1999. "Dyadic Representation Reappraised." *American Journal of Political Science* 43(1):109-137.

Lublin, David. 1999. "Racial Redistricting and African-American Representation: A Critique of "Do Majority-Minority Districts Maximize Substantive Black Representation in Congress?"" *American Political Science Review* 93(1):183-186.

Hero, Rodney E. and Caroline J. Tolbert. 1995. "Latinos and Substantive Representation in the U.S. House of Representatives: Direct, Indirect, or Nonexistent?" *American Journal of Political Science* 39(3): 640-649.

Bafumi, Joseph, and Michael C. Herron. 2010. "Leapfrog Representation and Extremism: A Study of American Voters and Their Members in Congress." *American Political Science Review* 104(3): 519-542.

Discussion #9

Discussion #10

Research Paper

Module 7 (April 12 – April 25)

Congress: The Electoral Connection

Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven, CT: Yale University Press.

Erickson, Robert S. 1978. "Constituency Opinion and Congressional Behavior: A Reexamination of the Miller-Stokes Representation Data." *American Journal of Political Science* 22(3): 511-535.

- Fenno, Richard F., Jr. 1977. "U.S. House Members in Their Constituencies: An Exploration." *American Political Science Review* 71(3): 883-916.
- Canes-Wrone, Brandice, David W. Brady, and John F. Cogan. 2002. "Out of Step, Out of Office: Electoral Accountability and House Members' Voting." *American Political Science Review* 96(1): 127-140.

Congress: The Institutional Perspective

- Smith, Steven. 2008. *Party Influence in Congress*. New York: Cambridge University Press.
- Kingdon, John W. 1977. "Models of Legislative Voting." *Journal of Politics* 39(3): 563-595.
- Polsby, Nelson. 1968. "The Institutionalization of the U.S. House of Representatives." *American Political Science Review* 62(1):144-168.
- Cox, Gary W. and Matthew D. McCubbins. 2005. *Setting the Agenda: Responsible Party Government in the U.S. House of Representatives*. New York: Cambridge University Press. Chs. 1-2.

- Discussion #11
Discussion #12
Class Activity #5

Module 8 (April 26 – May 6)

The Presidency

- Richard E. Neustadt.1990. *Presidential Power and the Modern Presidents*. New York: The Free Press. Ch. 3.
- Kernell, Samuel. 2006. *Going Public: New Strategies of Presidential Leadership* (4th edition). Washington, DC: CQPress. Chs. 1-2.
- Barrett, Andrew. 2004. "Gone Public: The Impact of Going Public on Presidential Legislative Success." *American Politics Research* 32(3): 338-370.
- Moe, Terry. 2009. "The Revolution in Presidential Studies." *Presidential Studies Quarterly* 39(4): 701-724.

- Discussion #13
Exam