

Political Science 1100 EP1 L02
Introduction to Politics
Fall 2019

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Course Description:

This course provides a broad survey of political science, including the major subfield divisions most commonly recognized by the discipline in the United States: political theory, political methodology, comparative politics, American politics, and international relations. The course is divided into four sections. The first section is entitled “Concepts, Methods, and Political Theory.” We will examine the types of questions that political scientists ask, the methods they use to answer these questions, and the concepts that are central to our explanations of political phenomena. We will also be reading and discussing selections from prominent political thinkers, from early enlightenment through modern times, that address important themes in the study of politics: justice, liberty, and the role of the state in our lives. In the second section, entitled “Political Change, Race, and Policymaking in the U.S.,” we will apply some of these ideas to one of the major social and political challenges of our day: the problem of ongoing racial injustice and mass incarceration in the U.S. We will also look at how legislatures, executives, and bureaucracies work to both make and implement policies. The third section of the course is entitled “Democracy, Institutions, and Behavior.” We will focus on the variation between different democracies, examining how their constitutional designs and electoral rules affect their operation. Lastly, we will look at individual citizens’ behavior, examining how they make political decisions. The fourth section, entitled “International Relations,” turns away from domestic politics *within* states and towards politics *between* states. We will examine some of the major theoretical frameworks for explaining international phenomena, including realism, liberalism, and constructivism. We will debate the continued role of the state in the international system as well as the significance of the growing network of international institutions that we see today.

Course Objectives:

- (1) To provide students with an overview of the substantive areas that political science addresses and the scope of the discipline.

- (2) To provide students with a theoretical and empirical understanding of substantive issues within political science.
- (3) To familiarize students with the terminology and methods that political scientists employ in their research.
- (4) To develop students' analytical and critical reading skills.
- (5) To develop students' analytical writing abilities.

Course Policies:

- Class attendance is required. Students that choose to miss class will lose participation credit, miss important announcements and/or assignments, and miss lecture and discussion content. Tardiness and leaving the classroom during a class session are also discouraged.

- Laptop and other computer use is not permitted during class. It is my experience that even the most dedicated students cannot resist the temptations to multi-task when they can. This detracts from your ability to be fully present during class discussions and lectures, and it is extremely distracting to others. Furthermore, research shows students actually retain more information when they handwrite notes instead of type them (see Mueller and Oppenheimer 2014, posted on the Blackboard). I will make an exception for digital course readings when we are actively discussing them.

- We will utilize the course Blackboard throughout the semester. Regularly check the Blackboard for announcements, course resources, and lecture slides. I strongly recommend that students make use of the discussion board to discuss the course with classmates. We will also use the Blackboard grade book; check it frequently to make sure there are no typographical errors in your grades.

- Email is best used for short, administrative or procedural questions, and I will attempt to answer emails promptly, during normal business hours. If you have substantive questions, please come to office hours or make an appointment with me. Office hours are a time when you can ask me for assistance in understanding course material or assignments, or they can merely be an opportunity to chat about the course or how the course relates to current events, college more generally, or anything else you want to talk about with me. Do not feel like you need to have a "good" question or reason to come to office hours—you can just pop in to say hello if you want.

- There will be no separate study guide for the exams (we may have an in-class review activity). If you come to lecture, take effective notes, do the reading carefully, and immediately ask questions as they arise, you should do very well on the exams. I also encourage you to work with your classmates to make your own study guides and prepare for exams.

- If you are a student with a documented disability and require academic accommodations, you need to register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS office at Rose Hill at (718) 817-0655 to arrange services. Staff at ODS can walk you through the process and arrange appointments depending on which campus you take courses. Accommodations are not

retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me during office hours if you have questions or would like to submit your academic accommodation letter to me. It is your responsibility to make arrangements with me at least ONE WEEK before the relevant assignments or exams are due.

- The Department of Political Science affirms as part of our mission that we value and accord respect to all of our students. Therefore, as a matter of policy, instructors in our department are asked to call students by their preferred names and preferred pronouns. Please let me know your preferred name and preferred pronouns in person or over email.

- Late papers will not be accepted under any circumstances. I will not grade papers received after the start of class on the day the paper is due. You may email me your paper to ensure it is submitted on time, but I will not grade papers until I receive them in hard copy.

- Exams may be made up if you can provide proof of a *demonstrated incapacity* to take the exam on the set date. If you cannot take an exam on the assigned day, it is your responsibility to notify me as soon as possible that you need a make-up. If you do not do this, you may be denied the opportunity to make up the exam or assignment. For example, if you miss an exam and do not contact me for 48 hours, you would have to provide evidence that you were physically unable to make contact for the entire 48 hours. Talk to me *as soon as possible* if you find yourself struggling with the class or unable to complete assignments/exams as assigned. The longer you wait, the less likely it will be that we will be able to find solutions to your problem. Final decisions about if and how make-ups will be granted are left to the discretion of the instructor.

- Cheating and plagiarism will be punished to the fullest extent possible. For more information, see the Fordham University Undergraduate Policy on Academic Integrity:
http://www.fordham.edu/academics/handbooks_publicati/undergraduate_academ/index.asp

- When citing sources, please use American Political Science Association (APSA) style. This citation style is similar to Chicago and uses the “author date” in-text citation format (not footnotes). See this website for guidelines: <http://www.csuchico.edu/lref/pols/APSA.pdf>

Course Requirements:

- Midterm Exam (20%)
- Three Reading Response Papers (30%)
- Final Exam (30%)
- Participation (20%)

Readings:

Required –

Shively, W. Phillips. 2019. Power & Choice: An Introduction to Political Science. Lanham, MD:

Rowman & Littlefield.

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Various assigned articles and book chapters. These may be downloaded from the course Blackboard.

Recommended –

The Daily Podcast: <https://www.nytimes.com/podcasts/the-daily>

The New York Times: <https://www.nytimes.com>

Assignments and Exams:

Reading Response Papers: There are six reading response papers assigned over the course of the semester. Each paper should be approximately 3-4 pages long, double-spaced (approximately 900-1200 words). ***You must complete three of these papers*** (if you submit more than three, your three highest grades will be used). Each paper is worth 10% of your grade. ***Late papers will not be accepted under any circumstances.*** Guidelines for reading responses are attached to this syllabus. There is also a grading rubric for the papers along with multiple documents with general paper writing tips and guidelines on the Blackboard.

Please read carefully! Failure to properly format and submit assignments will result in a point deduction! Papers should be typed, double-spaced, in Times or Times New Roman 12-pt. font with 1-inch margins. Note: If you read this, write my birthday along with your signature on the signature page: Oct. 20, 1980. This is a test ☺. In an emergency, you may submit your assignment via email so that it will be marked on time, but I will not grade your paper until I receive a hard copy.

Participation: Participation comprises a large portion of the course grade. Class attendance is a prerequisite for participation, but it is not sufficient to earn participation credit. Your participation grade will depend on several elements:

- Contribution to class discussions. I am interested in both the quantity and quality of your comments. I am particularly looking for comments that show you have read and thought about course material, and that you are listening and responding to your classmates.
- Postings you make on the course discussion page on the Blackboard. You can use the page to post: (a) questions about things you don't understand in the readings; (b) questions to prompt discussion in class about the readings; or (c) links or documents from outside the class that are relevant to the course.
- Participation in class activities.
- Maintenance of your Learning Log (see below).

Learning Log: Please purchase a composition notebook for this class, which you will use as your Learning Log. You will use this notebook for in-class activities and short assignments throughout the semester, some of which are noted in the syllabus (like the Voter Report). I will collect your Learning Log periodically to ensure that you are engaging with the material and assignments fully.

Exams: Both the midterm and the final exams will be in class and closed book. The midterm will consist of one mandatory essay question and a choice of four out of six short answer/ID questions. The final exam will consist of one mandatory essay question, a second essay question selected from two options, and a choice of four out of six short answer/ID questions.

Class Schedule and Reading Assignments

Readings should be read before class on the day listed. Please bring the assigned reading for the day to each class.

PART I: CONCEPTS, METHODS, AND POLITICAL THEORY

Week 1: NO CLASS

Fri. 8/30: **NO CLASS: APSA Conference**

**Week 2: Introduction. What is Politics?
Studying Politics Scientifically**

Tues. 9/3: None

Fri. 9/6: - Shively, Chapter 1: Politics: Setting the Stage, pp. 2–21.

- Bond, Jon R. 2007. “The Scientification of the Study of Politics: Some Observations on the Behavioral Evolution in Political Science.” *The Journal of Politics* 69 (4): 897–907.

**Week 3: Isle of Ted Simulation
Public Goods, Collective Action, and the Tragedy of the Commons**

Tues. 9/10: Isle of Ted Simulation Activity (in-class)

Fri. 9/13: - Ostrom, Elinor. 1998. “A Behavioral Approach to the Rational Choice Theory of Collective Action: Presidential Address, American Political Science Association, 1997.” *American Political Science Review* 92 (1): 1–22.

Week 4: The Social Contract

Tues. 9/17: **VOTER REPORT DUE**

- Hobbes, Thomas. "Leviathan." (37 pages, posted on Blackboard)

Fri. 9/20: - Locke, John. "Second Treatise of Government." (36 pages, posted on Blackboard)

Week 5: On Justice and Equality

Tues. 9/24: **READING RESPONSE PAPER 1 DUE (Hobbes and Locke)**

- Rawls, John. "A Theory of Justice." (28 pages, posted on Blackboard)

- Walzer, Michael. "In Defense of Equality." (12 pages, posted on Blackboard)

Fri. 9/27: - Shively, Chapter 2: Modern Ideologies and Political Philosophy, pp. 22–45.

Week 6: Power, the Development of the State, and Political Systems

Tues. 10/1: **READING RESPONSE PAPER 2 DUE (Rawls and Walzer)**

- Shively, Chapter 3: The Modern State, pp. 48–73.

- Shively, Chapter 7: Democracies and Authoritarian Systems, pp. 144–173.

Fri. 10/4: - Shively, Chapter 12: Structured Conflict: Interest Groups and Politics, pp. 265–289.

- Shively, Chapter 13: Social Movement and Contentious Politics, pp. 290–301.

PART II: POLITICAL CHANGE, RACE, AND POLICYMAKING IN THE U.S.

Week 7: Protest & Social Change

Tues. 10/8: Podcast: *1619*, Episode 1: The Fight for a True Democracy

- King, Jr., Martin Luther. "Letter from Birmingham Jail." (12 pages, posted on Blackboard).

- Malcolm X. "The Ballot or the Bullet." (5 pages, posted on Blackboard).

- Miles, Tiya. 2017. "Fighting Racism Is Not Just a War of Words," 21 October. *The New York Times*.

Fri. 10/11: **READING RESPONSE PAPER 3 DUE (King and Malcolm X; may also include the 1619 podcast and the Miles article)**

- *The New Jim Crow*, Introduction; Chapters 1 & 2, pp. 1–96.

Week 8: MIDTERM EXAM

Tues. 10/15: **MIDTERM EXAM**

Fri. 10/18: - *The New Jim Crow*, Chapter 3 & 4, pp. 97-177.

Week 9: Policymaking

Tues. 10/22: - Shively, Chapter 4: Policies of the State, pp. 74–93.

- Shively, Chapter 6: What Lies Behind Policy: Questions of Justice and Effectiveness, pp. 125–142.

Fri. 10/25: - *The New Jim Crow*, Chapter 5 & 6, pp. 178-262.

PART III: DEMOCRACY, INSTITUTIONS, AND POLITICAL BEHAVIOR

Week 10: Constitutional Design and Electoral Systems

Tues. 10/29: - Shively, Chapter 9: Constitutions and the Design of Government, pp. 196–217.

Fri. 11/1: **READING RESPONSE PAPER 4 DUE (Alexander)**

- Shively, Chapter 10: Elections, pp. 218–240.

Week 11: Political Parties and Political Polarization

Tues. 11/5: - Parties: A Linking and Leading Mechanism in Politics, pp. 241–264.

- Kitschelt, Herbert P., and Philipp Rehm. 2019. "Secular Partisan Realignment in the United States: The Socioeconomic Reconfiguration of White Partisan Support Since the New Deal Era." *Politics & Society* 47 (3): 425-479.

- Fri. 11/8: - Pew Research Center. 2017. *The Partisan Divide on Political Values Grows Even Wider*. Washington, DC: Pew Research Center. [See link under the “Readings” tab on Blackboard]
- Fiorina, Morris. 2016. “The Political Parties Have Sorted.” Hoover Institute Essay on Contemporary American Politics No. 3. Stanford University, September 21.
- Levendusky, Matthew, and Neil Malhotra. 2016. “Does Media Coverage of Partisan Polarization Affect Political Attitudes?” *Political Communication* 33: 283-301.

Week 12: Political Behavior

- Tues. 11/12: **READING RESPONSE PAPER 5 DUE (Pew Research; Fiorina; and Levendusky and Malhotra. Discuss all three readings.)**
- Shively, Chapter 8: Political Culture and Political Socialization, pp. 174–194.
- Fri. 11/15: *** For the Lodge et al. reading, please answer the questions on the article brief template (see the “Readings” tab on Blackboard) in your Learning Log. In addition, review the discussion questions also posted under the “Readings” tab.**
- Lodge, Milton, Marco R. Steenbergen, and Shawn Brau. 1995. “The Responsive Voter: Campaign Information and the Dynamics of Candidate Evaluation.” *American Political Science Review* 89 (2): 309-326.

**Week 13: Voter Turnout
Theories of International Relations**

- Tues. 11/19: *** Half the class will read the Hansford and Gomez article (and the Cohn article), and half the class will read the Bechtel et al. article (and the Leonhardt article). For the scholarly articles, answer the questions on the article brief template (see the “Readings” tab on Blackboard) in your Learning Log.**

Students with the surnames starting with A–G:

- Hansford, Thomas G., and Brad T. Gomez. 2010. “Estimating the Electoral Effects of Voter Turnout.” *American Political Science Review* 104 (2): 268-288.
- Cohn, Nate. 2017. “A 2016 Review: Turnout Wasn’t the Driver of Clinton’s Defeat,” 28 March. *The New York Times*.

Students with surnames starting with H–Z:

- Bechtel, Michael M., Dominik Hangartner, and Lukas Schmid. 2015. "Does Compulsory Voting Increase Support for Leftist Policy." *American Journal of Political Science* 60 (3): 752-767.

- Leonhardt, David. 2016. "The Democrats Real Turnout Problem," 17 November. *The New York Times*.

PART IV: INTERNATIONAL RELATIONS

Fri. 11/22: - Shively, Chapter 18: Global Politics: Politics among States (and Others), pp. 380–406.

- Shimko, Keith. 2017. "Interests." In *The Foreign Policy Puzzle: Interests, Threats, and Tools*. New York: Oxford University Press, 25–63. (Posted on Blackboard).

**Week 14: Features of the International System: Actors, Structures, and Power
Thanksgiving Break**

Tues. 11/26: - Mearsheimer, John J. 1995. "The False Promise of International Institutions." *International Security* 19 (3): 5-49.

- Keohane, Robert O., and Lisa L. Martin. 1995. "The Promise of Institutional Theory." *International Security* 20 (1): 39-51.

Fri. 11/29: **NO CLASS: Thanksgiving Break**

**Week 15: War and Peace
Conclusion**

Tues. 12/3: **READING RESPONSE PAPER 6 DUE (Mearsheimer & Keohane and Martin)**

- Mead, Walter Russell. 2014. "The Return of Geopolitics: The Revenge of the Revisionist Powers." *Foreign Affairs* 93 (3): 69-74.

Fri. 12/6: NONE

FINAL EXAM: Friday, December 13, 1:30 – 3:30 p.m.

Advice on Writing Reading Response Papers

Adapted from the Writing Studio at Duke University: <http://uwp.duke.edu/writing-studio>

What are response papers?

In a reaction or response paper, writers respond to one or more texts that they have read. A popular assignment with instructors in the social sciences and humanities, such papers require students to understand each text individually and evaluate how well each accomplishes its own objectives. If you are responding to multiple texts, you must also discover how the texts relate to one another. (If responding to just one text, you might need to situate it within the larger context of class discussions, readings, etc.) A reaction paper may include a discussion of interesting questions that the readings raise for the student, but such a discussion is not sufficient by itself.

Writing good response papers is more demanding than it might appear at first. It is not simply a matter of reading the text, understanding it, and expressing an opinion about it. You must allow yourself enough time to be clear about what each text says and how the texts all relate to one another. In other words, response papers require you to synthesize the intellectual work of others—that is, bring it together into an integrated whole. In preparing to write response papers, therefore, it is crucial that you allow yourself not just enough time to do the readings but enough to digest what you have read and to put the results together into a unified account.

Questions to Ask

Consider texts individually:

- What is the main problem or issue that the author is addressing?
- What is the author's central claim, argument, or point?
- What assumptions does the author make?
- What evidence does the author present?
- What are the strengths and weaknesses of the text?
- What are possible counterarguments to the text's claims?
- Why are the problem(s) and the argument(s) interesting or important?

Consider texts collectively:

- How do they relate to one another? Do the authors agree? Disagree? Address different aspects of an issue? Formulate a problem in different ways?
- In what way (if any) does the information or argument of one text strengthen or weaken the argument of others? Does integrating the claims in two or more of the texts advance your understanding of a larger issue?

Actions to Take

- Explain the key terms, main arguments, and assumptions of each text.
- Do your best to characterize each text's arguments fairly and accurately.
- Evaluate the evidence that each text presents: point out strengths and weaknesses, both internal to the text and in relation to the others. For example, if one text makes an

argument based on an assumption that another text either confirms or refutes, then you can use the latter text to evaluate the plausibility of the claim made by the former.

- Explain how the texts relate to and “speak” to one another. Synthesize them if you can, and if you cannot, explain what the barriers preventing such a synthesis are.
- Consider both sides of issues at stake. If all the texts are on one side of an issue, consider the other side. If the texts fall on both sides of an issue, consider where agreements and disagreements lie and what each side’s strengths and weaknesses are.
- Include your own voice by weighing arguments, evaluating evidence, and raising critical questions. If there seems to be something important that none of the authors addresses, point it out and state what you think its significance is. Try to be as specific as possible.
- Accord each text the weight it deserves. Don’t forget to synthesize your account by showing how the texts relate to one another. If the authors are in a figurative, if not literal, “conversation” with one another, and you must be able to recognize and explain what is going on in that conversation.
- Keep an eye out for authors’ omissions, and raise counterarguments when you detect authors’ arguments are weak.

Actions *Not* to Take

- Do not wait too long to start writing. Remember that reading and understanding the texts are only the first steps toward putting the paper together.
- Do not write an autobiographical essay. Reaction/response papers are not about how you feel—even how you feel about the texts. They are not simply a venue for you to say whether you like or dislike the texts. Give praise or blame where you think it is due, but avoid commendation or condemnation for its own sake.
- Do not just summarize the texts. You are supposed to be *reacting* or *responding to* them, not simply repeating what they say. If there is no analysis involved, then you have not responded, only regurgitated.
- If there are things in the text that you don’t understand, do not try to gloss over them. Try to find out what the text means. Ask questions of your instructor. If you still cannot make sense of an argument in a text, then it may be the case that the argument does not in fact make sense. If that’s the case, point it out in your paper.

POSC 1100 Signature Page

This certifies that I have read and understood the contents of the syllabus for POSC 1100, Introduction to Politics, for the Fall 2019 semester. I understand that late reading response papers will not be accepted under any circumstances. I understand that there may be some changes in dates, readings, and/or assignments. I understand that it is my responsibility to keep track of these changes by listening to announcements in class and/or noting any announcements made via the course Blackboard and/or email.

Signature: _____

Printed Name: _____

PLEASE COMPLETE THIS FORM AND RETURN TO PROF. LOCKHART NO LATER
THAN THE THIRD WEEK OF CLASSES.