

Introduction to American Government Political Science 101

Winter 2007

Instructor: Jennifer Moyer
378-1256
moyer.79@osu.edu
or aurorajm99@hotmail.com
Room: CL 133

Office Hours: MW 1:45-3:15
And by appointment
3056 Derby Hall

Welcome to American Politics! I hope to have a great class this quarter. I intend for this class to be challenging, yet exciting and interesting. I think our government and political system is a fascinating topic, and I hope to convey that to you. This class is about learning the basics that you need to know about government as well debating current issues. Learning the mutual political respect, background information on the hot topics of today, the history of politics, and the mechanics of our political system are the goals of this class.

Goals/Rationale of this Class:

Introduction to American Government is designed to help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives of this Class, as a GEC Class:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

GRADING

Debates: 25% (10% paper, 10% team grade, 5% individual grade)

Midterm: 25%

Final: 30%

Reading Discussions: 5%

Reading questions: 15%

Plus extra credit

Cards

Your grades and reading questions will all be kept track of via cards, which will be handed out the second day of class. These cards are for ease of tracking reading questions and all other grades you receive in class. Please make sure they are current and accurately reflect your work. I keep the cards at the end of class for future reference.

Debates

There will be 4 debates in this class, with roughly five people on each team, and two teams debating each debate. You will be allowed to express preference for which debate topic you would like to address on the second day of class, but not the side of the debate you would like to be on. I will do my best to assign you to your first preference debate. The debate is worth 25% of your total grade. 10% of this 25% will come from your team debate paper. Each team will produce one paper, conveying the entirety of their argument. It must be typed, and will be judged by presentation of the argument, information, style, and grammar. A bibliography is required, and the paper should be fully cited. (If you do not know how to do this, there is a writing center on campus that can offer some assistance.) It should be 5-6 pages in length, double-spaced, 10-12 point font, with regular margins. It should present a full argument and rebut the other side as well as you can anticipate. There will also be a team grade, based on how well the team as a whole debates their topic as well as answers the other students' questions on the topic. This debate part is worth 10% of the 25% total the debate accounts for-10% of your total grade. You may not simply read from your paper for any part of the debate. Outside of the introduction, you are expected to respond to points the other team will make. Finally, 5% of your total grade (and the final part of your debate grade) will be determined by an average, on a scale of 0 to 5, of the grades issued to you by your fellow debate teammates judging the amount of work you have put forth in putting together the debate and paper.

Team and Debate Information

Debate 1: Legalization of Marijuana

Team 1 should argue for the legalization of marijuana, while Team 2 should argue against the legalization of marijuana. The following topics should be addressed: the War against Drugs, other drugs that may be associated with the use of marijuana (but remember the drug you are focusing on must be marijuana), the effects of marijuana, and the international politics associated with drug trafficking.

Debate 2: The Election of Non-Federal Court Judges

Team 1 should argue that the election of non-federal court justices contributes to our democracy, detail how the public and American political system are aided by these elections, present a history of electing judges, and different ways judges can be elected. Team 2 should argue that electing justices is not a good idea, as it does not contribute to America's democratization. Team 2 should be able to refute the various ways of electing justices and propose alternative ways for justices to gain their posts.

Debate 3: Fat Politics

Team 1 should argue that the federal, state and local government have the right and should be able to legislate on issues of public health, while team 2 should argue that the government should not and does not have the right. In this instance, the teams should focus on legislation of 'fat politics', like New York City's proposal to mandate restaurants not utilize trans-fat in food preparation and the like. The debate should touch on the topics of first amendment rights, health care costs, tax dollars, and the overall role of the government. The teams can touch on topics such as smoking bans and seat belt laws, but the focus should be 'fat politics.'

Debate 4: The Politics of Gay Marriage

Team 1 should argue in support of gay marriage, while team 2 should argue against gay marriage. You may touch on the topics of the tourism industry, adoption policies, insurance issues, federalism, the separation of church versus state, and the role of morality in politics. It may also aid your arguments to distinguish between gay marriage and civil unions. Please note, this debate is about the *politics* of gay marriage, not necessarily about the morality of homosexuality itself.

IF YOU HAVE ANY QUESTIONS ABOUT YOUR DEBATE TOPIC, PLEASE SEE ME.

Debate Schedule

Team 1 Introduction: 5 minutes

Team 2 Introduction: 5 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Conclusion: 2-3 minutes

Team 2 Conclusion: 2-3 minutes

Student Questions: 15-20 minutes

Other Debate Notes

Lastly on debate grading, the debate that wins the debate, as judged by the class, will receive 2% extra credit. As soon as I have graded the debate performance, the paper, and have received student evaluations of fellow students, your grades will appear on your cards. Remember to introduce the topic to the class well. While the burden of this falls to team 1 in particular, both teams are responsible for presenting background information. The key to getting a good grade on the debate is not only to completely research your argument, but also anticipate and refute the opposing argument. I suggest you have note cards or some kind of organization system for refuting arguments the other side makes. Again, the key to doing well is anticipation of the other side. Also, I encourage students who are debating to take notes on the various points and background of the subject matter, as the debates will appear on your exams. Concerning sources for your paper: You may use internet sources, but they must be legitimate sources. A good rule of thumb would be if the site has a companion in actual print. For example, someone's blog cannot be used, but articles from Time, Newsweek, or any newspaper are fine. There are some sources that may not have companions in print (like CNN) that I find acceptable. Please ask me if you have any questions. Also, be very careful when doing your research to distinguish between opinion pieces and news articles. You may do interviews or use documentaries as well, as long as those are cited. You are more than welcome to use visual aids in your debate, but keep in mind the type of classroom that we are in.

Exams

The exams will be comprised of four parts. The first part is multiple choice. The second part will be a terms section. The third part will be short answer, which should be answered by about a paragraph or so. You will answer a certain amount out of a larger amount for the terms and short answer sections. The short answer questions will be based on what you learn during debate. The fourth part will be a couple of extra credit questions. The first midterm is worth 25% of your total grade, and the final is worth 30%. The midterm will be on February 12th. The final will be cumulative, but the emphasis will be on the second part of the quarter. It will be offered during the regularly scheduled time during finals week and via Carmen.

Exam Make-ups:

Make-up for the midterm will be held on the last day of class. The make-up exam will be harder than the regular exam. Basically, it is better to take the exam during the regular time.

Readings

Discussions

Readings are to be completed before the class meeting. A group of 3-5 students will lead discussion of the readings once in the quarter. These students will present the readings and lead discussion. These students should not be the only ones that we hear from that day; they are responsible for facilitating discussion. They should be prepared to present the objectives, relevance, and low and high points of the reading. You will be able to choose which day you present on the second day of class. This section of the class will be judged by how well-prepared a student is, judged by myself. The classes available for discussion leaders are starred below. By midnight the day before you are assigned to be discussant, you are to email me 3-4 discussion points for the day, as well as a reading question to ask the other students in class. The discussion points should relate the readings to current events, the other readings in class, and commonly accepted knowledge. Your discussion performance is worth 5% of your grade.

Reading questions

For many of the days you are assigned readings, you will be asked a reading question. You can make up one reading question, and only if you have a legitimate excuse, with proper documentation and decided by me. The total grade for the reading questions is 15% of your total grade. Your reading questions will be done on your card, and therefore you will be able to easily keep track of your score for this section of class. Many times I offer a bit of extra credit on the questions as well, so make sure to do your readings thoroughly and try for the extra credit when possible.

Extra Credit

There is a good amount of extra credit available in this class, via the exams, the reading questions, the debates, and the experiment. My advice is to try for as much extra credit is offered- it can add up to more than a letter grade.

TEXT AND READINGS

The texts for this class are **The Basics of American Politics** by Gary Wasserman, 12th edition, Pearson Longman Press, and **Culture War?** By Morris Fiorina, 2nd edition. ISBN 0-205-556-353. This ISBN contains both books for class and access to the publisher's website, which you will need for class. Please make sure you use this particular ISBN. It has been ordered at all the regular bookstores and you should have access to a copy by the second day of class. There are several other readings for the class, which I will put them on my Carmen site.

CLASS SCHEDULE

Part 1: The Institutions of American Politics

January 3: Introduction to Politics and Class

Isle of Ted

Reading: Carmen- Mancur Olson "The Logic of Collective Action"

Carmen- Garrett Hardin "The Tragedy of the Commons"

*January 8: Introduction to Politics and the Constitution

Reading: BAP Chapters 1 and 2

*January 10: Elections-*Taking on the Kennedys*

Reading: Carmen- Samuel Popkin "The Reasoning Voter"

Carmen- David Mayhew "Electoral Connection"

Carmen- Negative Ads

Carmen- Politics and You Tube

January 15: No Class-MLK Day

*January 17: Culture War in America?

Reading: Culture War? Pages 1-78

*January 22: Presidency

Reading: BAP Chapter 3, pages 44-67

Carmen- Samuel Kernell "Going Public"

Carmen-The Fresh Face-Barack Obama

*January 24: The Cabinet and Bureaucracy

Reading: BAP Chapter 3, pages 67-84

Debate 1: Legalization of Marijuana

*January 29: Congress, Part 1

Reading: BAP Chapter 4

Carmen- Political Mavericks

January 31: Congress, Part 2

Reading: Carmen- Richard Fenno "The Senate in Bicameral"

Activity: Web Access #1 See Carmen Announcements

*February 5: The Judiciary, Part 1

Reading: BAP Chapter 5

Carmen-Disorder in the Court

February 7: The Judiciary, Part 2

Reading: Carmen- Lee Epstein and Jack Knight "Choices Justices Make"

Carmen- Deborah Sontag "The Power of the Fourth"

Debate 2: The Election Non-Federal Court Justices

Review

February 12: Midterm

- *February 14: Civil Rights and Liberties
 - Reading: BAP Chapter 6
 - Carmen- English- Only Language?
- February 19: Civil Rights, Civil Liberties, and the Media-*Good Night and Good Luck*
 - Reading: Carmen- Zoltan Hajnal and Elisabeth Gerber “Minority Rights in Direct Democracy”
- *February 21: The Media-*The Daily Show, Ads, Blogs*
 - Reading: BAP Chapter 8, pages 234-254
 - Carmen- Thomas Edsall “The People and the Press”
 - Carmen- Red States
 - Carmen-Permanent Campaign
 - Carmen-The Netroots Hit Their Limits
 - Carmen-Politics Goes Viral
- *February 26: Interest Groups-*The Daily Show*
 - Reading: BAP Chapter 8, pages 222-234
 - Carmen- John Wright “The Evolution of Interest Groups”
 - Activity: Web Access #2- See Carmen Announcements**
- *February 28: Parties-*Wizard of Oz*
 - Reading: BAP Chapter 7, pages 194-219
 - Carmen- John Aldrich “Why Parties?”
 - Carmen- Libertarian Idaho Governor
- March 5: Policy Making and Representation, Part 1
 - Reading: BAP Chapter 7, pages 184-194
 - Carmen- James Stimson, Michael MacKuen, and Robert Erikson “Dynamic Representation”
 - Carmen- Term Limits
 - Carmen-California Global Warming
 - Debate 3: Fat Politics**
- March 7: Policy Making Con’t and Changing Expectations of Government
 - Pluralism and Elitism
 - Reading: BAP Chapter 9
 - Carmen- Horse Politics
 - Carmen- Ballot Initiatives
 - Carmen-LA’s Latino Mayor
 - Debate 4: The Politics of Gay Marriage**

Final Exam: Exam Week March 12th-15th

Recommendations for Success in this Class:

1. Do the readings- Please make sure the you do the readings and understand what you are reading. It helps many students to make an outline. DO NOT JUST SCAN THE READINGS.
2. Come to class-There will be some material that will JUST be available IN CLASS, especially the debate material. You will not be able to get this material if you do not come to class.

3. I will post the outlines for the class on Carmen and put them up in class during lecture. Making sure your notes follow the outline and understanding how the topics fit together as the outline describes may help you when studying for the exams.
4. Prepare for the debates well in advance.
5. Try for the extra credit when you can- there are several opportunities for extra credit: Each exam will have two points, if you win the debate you will earn two extra points, if you do the extra credit experiment you will get two extra points, and sometimes I will offer extra 1/2 points on the reading questions. This can equal over 10 points of extra credit- a whole letter grade.
6. Come to my office hours if you are having problems.
7. Study thoroughly for the exams.

Disability Info:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Information from the Counseling and Consultation Office that some students may find helpful:

The social, emotional, and academic concerns that occur occasionally in everyone's life can generate conflicts and questions. Such concerns can make it difficult for a person to function in a satisfying manner, in class and otherwise. If you need help, there are places and people that can help.

Contact Information:
Younkin Success Center
1640 Neil Avenue, 4th Floor
Columbus, Ohio 43201
Phone: 614-292-5766, FAX: 614-688-3440

Academic Honesty:

Do not cheat-it is bad for you. The University Rule for this is 3335-31-02. Please understand that if any of these rules are violated, I will take appropriate action. I want YOUR ideas, not something from someone else, a test file of some sort, or an Internet posting! I WILL TAKE ACTION IF I DISCOVER CHEATING IN ANY FORM.

INTRODUCTION TO POLITICAL BEHAVIOR
Political Science 201N
Winter 2007
M W: 5:30-7:18 p.m.

Gloria Hampton
Office: 3056 Derby Hall
Phone: 247-6439
Email: hampton.27@osu.edu

Office Hours:
Wednesdays 3:00 – 5:00 p.m.
and by appointment

Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Course Description

The purpose of this course is to introduce students to the study of public opinion and political participation in the American context. We will consider both theory and practice in our examination of the ways that citizens form preferences, express those preferences and transform preferences into behavior. We will begin with an examination of public opinion including: its origins, the influence of the media on public opinion, and the connection between public opinion and policy outcomes. We will then move on to investigate several forms of political participation including voting and other forms of election-based activities. Our consideration of participation also will incorporate a broader definition of political activity to include demand protest activity.

It is my hope that this course will provide students with a structured opportunity to struggle with many of the issues challenging both scholars of American politics and concerned citizens. How do we form our opinions about politics? How much influence does public opinion have on our leaders and policy outcomes? Who participates and why? Why do so many Americans opt not to participate politically? The attempt to address these and other similar questions will provide the foundation for course readings, lectures, and discussions.

Students who want to do well in this course should follow a simple but proven formula: come to class regularly and on time; pay attention and ask questions when you do not understand; contribute regularly to class discussions; complete assignments carefully and in a timely manner; and finally, use office hours as a resource and feel free to contact the instructor if you are still experiencing difficulties after completion of the previously outlined steps.

Course Readings

The following books are required reading and are available for purchase at the Ohio State Bookstore.

Erikson, Robert S. and Kent L. Tedin. 2007. *American Public Opinion*, updated 7th edition. New York: Pearson Longman.

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.

Crenson, Matthew A. and Benjamin Ginsberg. 2002. *Downsizing Democracy: How America Sidelined Its Citizens and Privatized Its Public*. Baltimore: Johns Hopkins University Press.

Course Requirements and Grading

Participation. Students are expected to read assigned materials prior to the class period in which they are to be discussed and should come to each class prepared to participate. Class participation will involve two components: careful and respectful attention to the contribution of classmates and regular and thoughtful contributions to class discussions that demonstrate an understanding of the readings. I will distribute discussion questions for each set of readings prior to the class period in which they are to be discussed; you should use these questions to assist you as you prepare for both the class discussions and the exams. In addition, there will be several short activities and assignments; if you are absent for those activities, your participation grade will be penalized. There are no make-ups for these activities.

Papers. Students will be required to submit two essays during the quarter. Each paper will require students to demonstrate mastery of the course material, the ability to conduct independent research, and critical thinking. The first paper is due in class on **January 31**, and the second essay is due in class on **February 28**. More details about the paper assignments will be distributed in class.

Exams. There will be a midterm exam scheduled for **February 7**. A final exam will take place on **March 12** as scheduled by the University Registrar.

Course Grade. Course grades will be assigned using the following formula:

Participation/Activities	10%
Paper #1	20%
Paper #2	20%
Midterm #1	25%
Final Exam	25%

Late Assignments and Missed Exams. Late papers will be penalized one grade for each day they are late. Failure to take exams at the scheduled time also will result in a grade of zero. Exceptions to this policy must be cleared in advance and can only be granted when students present documentation of exceptional circumstances.

Attendance. Class participation is a vital component of this class; therefore, attendance is both critical and required. Attendance will be taken each class period, and students who miss more than two classes will find their final grades reduced by 1/3 of a letter grade for each additional absence over the two-class limit. In contrast, students with perfect attendance records whose final grades fall in a gray zone on the border between grades will be rewarded for regular attendance. It is your responsibility to make arrangements with a responsible classmate to obtain notes for missed classes.

Academic Honesty. All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else’s words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the University committee on academic misconduct and handled according to University policy.

Disability. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Course materials are available in alternative formats upon request. For such materials, please contact Mr. Wayne DeYoung, 2140 Derby Hall, 154 North Oval Mall, 292-2880.

Office Hours. If you find yourself experiencing any difficulties with the course materials or assignments, you should speak with me as soon as possible. Taking corrective steps early is a strategy that promotes mastery of the material and a desirable outcome in terms of your grade. In addition, please feel free to stop by to discuss any other course-related concerns or feedback you might have. I will be available in my office on Wednesdays between 3:00 p.m. and 5:00 p.m. If my regular office hours are inconvenient for you, we can arrange an appointment that fits into your schedule.

Course Outline and Reading Schedule

January 3	Course Introduction and Overview
<i>Public Opinion</i>	
January 8	Defining Public Opinion Read: Erikson and Tedin, Chapter 1
January 10	Measuring Public Opinion Read: Erikson and Tedin, Chapter 2, Appendix A-1 and Appendix A-2
January 17	Political Socialization and Democratic Stability Read: Erikson and Tedin, Chapters 5 and 6
January 22	Micro and Macrolevel Opinion Read: Erikson and Tedin, Chapters 3 and 4
January 24	Group Differences in Public Opinion Read: Chapter 7
January 29	Media Effects on Public Opinion Read: Chapter 8
January 31	Paper #1 Due at Beginning of Class
January 31	Media Effects on Public Opinion Read: Newspaper Coverage, TBA
February 5	Linking the Public to its Elected Leaders and Policy Read: Erikson and Tedin, Chapters 10 and 11
February 7	Midterm Exam
<i>Political Participation and Citizen Influence on Public Policy</i>	
February 12	Elections Read: Erickson and Tedin, Chapter 9
February 14	Trends in Political Engagement and Social Capital Read: Putnam, Introduction and Chapters 1, 2, 3, 8, and 9
February 19	Explaining the Decline in Social Capital Read: Putnam, Chapters 10-15

February 21	Declining Social Capital: Consequences and Solutions Read: Putnam, Chapters 16, 21, 22, 32, and 24
February 26	The Changing Nature of Political Participation Read: Crenson and Ginsberg, Preface and Chapters 1, 2, and 3
February 28	Paper #2, Due at Beginning of Class
February 28	The Changing Nature of Political Participation Read: Crenson and Ginsberg, Chapters 4, 5, and 6
March 5	The Changing Nature of Political Participation Read: Crenson and Ginsberg, Chapters 7, 8, 9, and 10
March 7	Non-traditional Forms of Participation Read: TBA
March 12 5:30 – 7:18 p.m.	Final Exam As Scheduled By the Registrar

Instructor reserves the right to adjust reading schedule as the quarter progresses.

**The Ohio State University
Department of Political Science**

Political Science 305: Introduction to the Public Policy Process

Winter 2009 (Mondays and Wednesdays: 2:00-3:48 p.m., Page Hall 0010)

Craig Volden
Professor of Political Science
Office Hours: Tues., 2:00-3:30 p.m.

E-mail: volden.2@osu.edu
Phone: 614-292-9026
Office: 2147 Derby Hall

Teaching Assistants:

Josh Kertzer; kertzer.1@osu.edu; 2043 Derby Hall; Office Hours: Fridays 11:30-12:30.
Chaekwang You; you.36@osu.edu; 2081 Derby Hall; Office Hours: Thurs. 11:30-12:30.

Course Description: Introduction to the Public Policy Process is a course designed for undergraduate students with an interest in political science, economics, or public policy, although students in a variety of fields may find the class interesting and useful and are thus encouraged to enroll. The course is also part of the College of Social and Behavioral Science's new Minor in Public Policy (for more details, see: <http://polisci.osu.edu/ugrads/ppolicy/index.htm>). The course has three main purposes: (1) to provide students with exposure to a number of lenses through which scholars and practitioners view the policymaking process, (2) to examine many of the steps in that process, and (3) to illustrate the public policy process in action through more than a dozen case studies. The course is structured to follow the assembly-line model of policymaking, with additional readings included to display various approaches to the study of public policy.

The course is conducted on a lecture, discussion, and case analysis basis. A typical class session will contain a lecture that addresses the theoretical aspects and conceptual tools raised in the session's readings, a case presentation by a group of students, and then a guided discussion about how the case illustrates class concepts.

Course materials:

The course materials include two required and one recommended books available in the campus bookstore (Barnes & Noble/Long's) or online, and overheads used in class discussions:

Required: Stella Z. Theodoulou and Matthew A. Cahn. 1995. *Public Policy: The Essential Readings*. Englewood Cliffs, N.J.: Prentice Hall. (Henceforth **T&C**)

CQ Researcher. 2009. *Issues for Debate in American Public Policy, 9th Ed.* Washington, DC: CQ Press.

Recommended: Deborah Stone. 2002. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. New York: W.W. Norton and Company.

Class overhead notes, made available before class on Carmen (<http://carmen.osu.edu>), should be downloaded, printed out, and brought to class.

Course requirements and grading:

The course requirements are: mastery of the course content, as illustrated through constructive contributions to class discussions, a group presentation, two policy memos, a midterm exam, and a final exam.

Grades will be assigned a weighted average of six components—class participation (10%), group presentations (15%), policy memos (10% each), the midterm exam (25%), and the final exam (30%). Students are expected to attend class, to have read the material, and to be prepared for occasional discussions in class. Several students will be called upon in each class session to contribute to class discussion, as the basis for their *class participation* grade.

Students will be self-organized into groups to lead discussions of the cases for each class. *Group presentations* are to be no shorter than 20 minutes and no longer than 30 minutes, followed by questions and a class discussion. Group presentations should include the following components: (a) summarize the case reading, (b) tie that material to the theoretical concepts explored earlier in the quarter, (c) raise a particular public policy problem based on the case reading, (d) present and advocate for a policy to address the problem (also raising alternative solutions), (e) discuss the arguments *against* the proposed policy change, (f) detail which policymakers support and which oppose the policy change and why, and (g) assess the likelihood of this policy change occurring, based on the politics of the public policy process as detailed in case materials, in outside research, and in class concepts from earlier in the quarter. It should be noted that these presentations are *NOT* intended to lead to policy debates. Students should be concerned less with persuading others of the benefits of their policy proposal than in using that proposal to help the class better understand the policy process. The format will be different for the groups in Session 7 and Session 17, during which we will have two groups taking opposing positions regarding the likelihood of policy change. The format of those presentations will be discussed with the groups well in advance of their presentations.

The presentation will be worth 15% of the students' grade. Half of the group's grade will be based on Prof. Volden's evaluations of the group presentation. The other half will be based on group members' evaluations of one another's contributions to the group (which should be emailed to Prof. Volden following the group presentation). Overheads for group presentations should be emailed to Prof. Volden after the presentation to be posted on Carmen. All students (whether presenting or not) are, of course, expected to have read the material and to be prepared for discussion of the cases for each class.

Students will complete two individual *policy memos* advocating policy change in issues covered by the case study topics for particular classes. One of these memos will deal with the issue about which the student is making a group presentation; the other will be chosen from the alphabetical list below. Students must write their two memos on two different topics, and so should not choose to do a group presentation in the same sessions when their other memo is due.

Students with last names beginning with the following letters must write on one of these cases:
A-D: Due January 28 on topics “Health Care” or “Oil Jitters” from Sessions 7 or 8.
E-K: Due February 11 on topics “Torture” or “Domestic Poverty” from Sessions 11 or 12.
L-R: Due February 18 on topics “U.S. Iran Policy” or “Infrastructure” from Sessions 13 or 14.
S-Z: Due February 25 on topics “Gun Violence” or “Superbugs” from Sessions 15 or 16.

Students must complete these memos by themselves, without the assistance of others. Any questions about the memos should be addressed directly to Prof. Volden. Memos are due at the start of the class session on the indicated date. Unless students contact Prof. Volden ahead of the due dates with major problems, no late memos will be accepted. Students who do receive extensions will have their grade reduced, with the exception of those facing medical or other accepted emergencies.

Memo length is to be no shorter than 2 pages and no longer than 3 pages, single-spaced, 12-point font, one-inch margins, standard paper size. Each memo must be addressed to an actual policymaker who will be making a relevant decision over the issue in question. The memo should: (a) provide background on the issue, (b) lay out the options available to the policymaker and a description of why this policymaker has jurisdiction over this policy decision, (c) advocate a specific action, (d) address why your position should be supported by this policymaker (why is it in his or her self interest, for example?), (e) address counter-arguments and alternative positions that the policymaker will care about, and (f) be persuasive, clear, and factually correct. Obviously, policy memos in the real-world will not include academic citations; nevertheless, to avoid plagiarism concerns (see below), all referenced books, articles, websites, and ideas should be noted clearly in endnotes (which can appear on a fourth page, if necessary). Each memo will be equivalent to 10% of the student’s grade.

The *midterm exam* will be held in the course classroom at the scheduled course time on Feb. 4. The exam will contain true/false, short answer, and essay questions. The exam will be closed-notes and closed-book. The midterm exam will comprise 25% of each student’s grade.

The *final exam* will be held in the course classroom at **1:30-3:18** on the **WEDNESDAY** of exam week (**March 18**). The exam will cover material from throughout the quarter, and will be composed of true/false, short answer, and essay questions. The exam will be closed-notes and closed-book. The final exam will comprise 30% of each student’s grade.

Academic Honesty: Dishonest practices on the examinations, on memos, or in the course generally are unacceptable. All work is to be the student’s own. There will be no collaboration beyond the group projects. Absolutely no cheating or plagiarism (using someone else’s words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct, and they will be handled according to university policy. Specifically:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with

examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability: Students in need of an accommodation based on the impact of a disability should contact Prof. Volden to arrange an appointment as soon as possible, to discuss the course format, anticipate student needs, and explore potential accommodations. Disabled students who have not previously contacted the Office for Disability Services are encouraged to do so. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Outline:

Session 1: Monday, January 5—Introduction to the Public Policy Process

This introductory session will be used to introduce students to one another and to the course. We will go over the syllabus, discuss why we are interested in public policy, and describe various ways to study the public policy process.

Session 2: Wednesday, January 7—Studying the Public Policy Process

This session allows students to view the steps of the public policy process. From the formation of ideas to the mobilization of individuals in support of action through the political decisions to implementation and evaluation, the public policy process takes various forms and involves complex decisions and analysis. Students are here exposed to different frameworks through which they can view the policy process. The scholars and practitioners we focus on provide a broad range of insights and overviews of public policy.

Readings: Theodoulou, Stella Z. 1995. The Contemporary Language of Public Policy: A Starting Point. Chapter 1 in T&C, pp. 1-9.

Sabatier, Paul A. 1991. Political Science and Public Policy. Chapter 2 in T&C, pp. 10-15.

Lowi, Theodore J. 1964. Distribution, Regulation, Redistribution: The Functions of Government. Chapter 3 in T&C, pp. 15-25.

Theodoulou, Stella Z. 1995. How Public Policy Is Made. Chapter 11 in T&C, pp. 86-96.

Optional Recommended Readings: Stone, Deborah. 2002. Preface and Introduction, pp. vii-xv, 1-14.

Session 3: Monday, January 12—Stage I: Problem Recognition and Issue Identification

This session addresses the first stage of the public policy process, that of problem recognition and issue identification. Where do ideas come from, and what is the role of the public in the process? Are good ideas among the public raised by policymakers? Can policymakers remain isolated from public responsiveness? Is broad consensus behind an idea needed for it to successfully navigate its way through the public policy process? In this session we confront our assumptions about where public policies come from.

Readings: Dahl, Robert A. 1967. With the Consent of All. Chapter 6 in T&C, pp. 38-45.

Miliband, Ralph. 1969. Imperfect Competition. Chapter 8 in T&C, pp. 58-66.

Mayhew, David. 1974. Congress: The Electoral Connection. Chapter 24 in T&C, pp. 220-224.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 1, The Market and the Polis, pp. 17-34.

Session 4: Wednesday, January 14—Controversy 1: Is the Public Policy Process

Sufficiently Responsive to the Public?

In this session we explore the responsiveness of the public policy process to the public. Do public preferences translate smoothly into public policy outcomes, or are there pervasive biases in the policy process resulting in policies that are non-responsive to the will of the people? We thus continue our discussion from the previous class, with a specific focus on those who are economically more or less advantaged. To what extent do the elite make policies that are harmful to the masses? We explore these issues within the context of the recent and ongoing mortgage crisis. Prof. Volden offers a model of a case presentation that groups can follow throughout the quarter.

Case: Mortgage Crisis, Chapter 12 in *Issues for Debate*.

Readings: Beard, Charles. 1935. An Economic Interpretation of the Constitution. Chapter 38 in T&C, pp. 342-350.

Domhoff, G. William. 1983. Who Rules America Now? Chapter 46 in T&C, pp. 393-402.

Session 5: Monday, January 19—No Class—Martin Luther King Day

Session 6: Wednesday, January 21—Stage II: Agenda Setting

Public policies begin as ideas that eventually work their ways onto political agendas. Where do these ideas come from and how do they enter the political arena? Today we confront different views of agenda setting and discuss how these views help us understand the initial steps in the public policy process.

Case: Immigration Debate, Chapter 14 in *Issues for Debate*.

Readings: Truman, David B. 1971. Group Politics and Representative Democracy. Chapter 9 in T&C, pp. 66-72.

Cobb, Roger W., and Charles D. Elder. 1983. Issues and Agendas. Chapter 12 in T&C, pp. 96-104.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 2, Goals: Equity, pp. 37-60.

Session 7: Monday, January 26—Stage II: Agenda Setting (cont.)

Building on the ideas advanced last week, we examine Kingdon's model of agenda setting. To add substantive context to this model, we explore the recurrence of universal health care on the political agenda, and its prospects for successfully navigating the public policy process in the near future.

Case: Health Care: Universal Coverage, Chapter 3 in *Issues for Debate*. (Note: Two groups will present today, one arguing that the U.S. government will significantly overhaul our health care system during President Obama's first term, the other arguing that an overhaul will not occur in this time frame.)

Readings: Kingdon, John W. 1984. Agenda Setting. Chapter 13 in T&C, pp. 105-113.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 3, Efficiency, pp. 61-85.

Session 8: Wednesday, January 28—Controversy 2: Is the Public Suitably Informed and Do Policymakers Adequately Weigh Public Opinion?

Once an idea is advanced in a democracy, it may gain momentum or be thwarted based on the reactions of the public. Proposals that are not supported by the public are far more difficult to pass through political processes, especially when politicians are focused on reelection. Yet, public opinion is not always easy to understand. The public may be uninformed about important issues, and media involvement may affect what is learned about policies over time. The public may be persuaded by the ways in which arguments

are advanced, or members of the public may turn a deaf ear to information that would lead them to a conclusion other than the one they already support.

Case: Oil Jitters, Chapter 7 in Issues for Debate.

Readings: Cahn, Matthew A. 1995. The Players: Institutional and Noninstitutional Actors in the Policy Process. Chapter 22 in T&C, pp. 201-211.

Graber, Doris. 1988. Processing the News: How People Tame the Information Tide. Chapter 33 in T&C, pp. 305-311.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 4, Security, pp. 86-107.

*****Memo due today for students with last names starting with letters A-D.*****

Session 9: Monday, February 2—Stage III: Policy Formulation

While the public may have strong views about an issue, little will be accomplished without collective and active pressure on politicians to adopt policy changes. Moreover, policies may sound more attractive in the abstract than when given deep consideration of their consequences. This session raises these issues as we enter a discussion of the heart of the public policy process: policy formulation. Debates over the politics and policy choices surrounding student aid add context to our discussion.

Case: Student Aid, Chapter 2 in Issues for Debate.

Readings: Iyengar, Shanto, and Donald Kinder. 1987. News That Matters. Chapter 32 in T&C, pp. 295-305.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 5, Liberty, pp. 108-130.

Session 10: Wednesday, February 4—Midterm Exam

Students will take the closed book, closed notes exam in class today. The exam is made up of true/false, short answer, and short essay questions, and is worth 25% of the student's grade.

Session 11: Monday, February 9—Controversy 3: Are Public Policy Decisions Made Based on Symbolism or Substance?

Often symbolic politics trumps the substance of important policy proposals. How are such symbols constructed and utilized? To what extent are beneficial policies brushed aside as too difficult to explain or to sell to the public? This class session explores how policymakers frame public policy ideas and the facts upon which those ideas are based. These issues will be raised again and again throughout the quarter.

Case: Torture Debate, Chapter 10 in *Issues for Debate*.

Readings: Edelman, Murray. 1964. Symbols and Political Quiescence. Chapter 4 in T&C, pp. 26-33.

Friedman, Milton. 1982. Capitalism and Freedom. Chapter 42 in T&C, pp. 372-376.

Edelman, Murray. 1988. Constructing the Political Spectacle. Chapter 44 in T&C, pp. 381-389.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 6, Problems: Symbols, pp. 133-162.

Session 12: Wednesday, February 11—Stage IV: Policy Adoption

Public preferences are translated into policy through political institutions. In today's class we begin to explore the workings of two of the main national policymaking institutions – Congress and the presidency. What role does each play in the formation and then the adoption of policies? Is a healthy balance of powers struck between these two branches of government? Or does this balance lead to gridlock and a failure to adopt valuable policy proposals?

Case: Domestic Poverty, Chapter 5 in *Issues for Debate*.

Readings: Fiorina, Morris. 1989. Congress: Keystone of the Washington Establishment. Chapter 23 in T&C, pp. 212-220.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 7, Numbers, pp. 163-187; and Chapter 8, Causes, pp. 188-209.

*****Memo due today for students with last names starting with letters E-K.*****

Session 13: Monday, February 16—Stage IV: Policy Adoption (cont.)

In this session we continue our discussion from the previous class, with the case study of U.S. foreign policy toward Iran adding useful additional context. What have been the roles of Congress and the President in formulating foreign policy? Given the difficulties resolving serious issues of foreign policy, does Congress willfully abdicate its responsibility to critically examine the policy choices of the President?

Case: U.S. Policy on Iran, Chapter 15 in *Issues for Debate*.

Readings: Wildavsky, Aaron. 1966. The Two Presidencies. Chapter 26 in T&C, pp. 237-250.

Neustadt, Richard. 1986. Presidential Power: The Politics of Leadership from FDR to Carter. Chapter 43 in T&C, pp. 376-381.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 9, Interests, pp. 210-231.

Session 14: Wednesday, February 18—Controversy 4: Do Policy Changes Tend to Be Incremental or Dramatic, and Why?

In this session and the next we continue our in-depth study of the political institutions that make crucial policy-formation and adoption decisions. In a system of checks and balances, policymaking may be very incremental in nature, or it may take sudden turns. Given uncertainty and technological change, policymakers may be too slow to act or may act with excessive haste. When does each occur?

Case: Aging Infrastructure, Chapter 13 in *Issues for Debate*.

Readings: Dahl, Robert A. 1985. A Preface to Economic Democracy. Chapter 45 in T&C, pp. 389-393.

Lindblom, Charles E. 1959. The “Science” of Muddling Through. Chapter 14 in T&C, pp. 113-127.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 10, Decisions, pp. 232-257.

*****Memo due today for students with last names starting with letters L-R.*****

Session 15: Monday, February 23—Controversy 4: Do Policy Changes Tend to Be Incremental or Dramatic, and Why? (cont.)

Here we continue to understand the connections between politics and policy. The incremental decision making of last class is set in contrast with dramatic policymaking of the punctuated equilibrium discussed today. What policies follow which model over time? What political circumstances might affect whether we see incremental or dramatic policy change? What “Change” should we expect early in the Obama administration?

Case: Gun Violence, Chapter 6 in Issues for Debate.

Readings: Rubin, Irene S. 1993. The Politics of Public Budgets. Chapter 21 in T&C, pp. 185-200.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 11, Solutions: Inducements, pp. 261-283.

Session 16: Wednesday, February 25—Stage V: Policy Implementation

Once formulated, public policies are often interpreted, modified, and administered by public agencies. Politicians cannot usually specify in as great detail as they would like all of the specific conditions of their policy proposals. As such, they make broad legislative advancements, relying on bureaucrats to carry out the politicians’ desires. However, the workings of complex organizations, and the possibility that bureaucrats have different goals than do politicians, lead to the conclusion that policy outcomes derived through bureaucratic involvement often differ from those desired in the idea-formation stage. As such, the study of bureaucracy is crucial in developing an understanding of the public policy process.

Case: Fighting Superbugs, Chapter 4 in Issues for Debate.

Readings: Hecl, Hugh. 1978. Issue Networks and the Executive Establishment. Chapter 7 in T&C, pp. 46-58.

Weber, Max. 1946. Bureaucracy. Chapter 28 in T&C, pp. 259-265.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 12, Rules, pp. 284-304.

*****Memo due today for students with last names starting with letters S-Z.*****

Session 17: Monday, March 2— Stage V: Policy Implementation (cont.)

Building on our understanding of the bureaucracy from last session, in this class we focus further on policy implementation. After policies are specified through the public policy process, they still must be carried out. And often the most difficult decisions are confronted when policies on paper meet facts on the ground. This week we explore the implementation stage of the policy process in more detail, examining how implementation decisions may ultimately differ from the desires of policymakers with earlier roles in the process.

Case: Cost of the Iraq War, Chapter 16 in *Issues for Debate*. (Note: Two groups will present today, one arguing that the U.S. government will not play a significant military role in Iraq by the end of President Obama's first term, the other arguing that we will still have such a role at the end of 2012.)

Readings: Wilson, James Q. 1975. *The Rise of the Bureaucratic State*. Chapter 27 in T&C, pp. 251-258.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 13, *Facts*, pp. 305-323.

Session 18: Wednesday, March 4—Controversy 5: What Causes Policies to Fail?

Throughout the quarter, we have attempted to understand the politics behind the public policy process. Such politics may be the basis for some policies not performing as well as we would wish. Still other policies fail because of the complexity of the policy problem. And still other policies deemed failures by some are considered successful to others. Today we confront the normative arguments behind the success and failure of public policies.

Case: Hate Speech, Chapter 11 in *Issues for Debate*.

Readings: Majone, Giandomenico, and Aaron Wildavsky. 1984. *Implementation As Evolution*. Chapter 17 in T&C, pp. 140-153.

Sabatier, Paul A., and Daniel Mazmanian. 1980. *A Conceptual Framework of the Implementation Process*. Chapter 18 in T&C, pp. 153-173.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 14, *Rights*, pp. 324-353.

Session 19: Monday, March 9—Stage VI: Policy Analysis and Evaluation

We conclude our discussions of the consequences of policy implementation decisions in this session, with a brief discussion of policy analysis and evaluation. These issues are illustrated in today's case, which explores the federal government's involvement in education through the No Child Left Behind Act.

Case: No Child Left Behind, Chapter 1 in Issues for Debate.

Readings: Glazer, Nathan. 1975. Towards an Imperial Judiciary? Chapter 31 in T&C, pp. 288-295.

Nachmias, David. 1980. The Role of Evaluation in Public Policy. Chapter 19 in T&C, pp. 173-180.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 15, Powers, pp. 354-375; and Conclusion, pp. 376-383.

Session 20: Wednesday, March 11—Wrap Up and Review for Final Exam

Today we review the major themes from throughout the quarter. Prof. Volden will address student questions in advance of next week's final exam.

*****Final Exam: WEDNESDAY, March 18, Page Hall 0010, 1:30-3:18 p.m.*****

Political Science 574
Elections and Voting
Spring, 2002

Prof. Weisberg
2022 Derby

Office Hours: TR 1-1:20; W 3:30-4:30

Teaching Assistant: Justin Taylor

Course Description. This is a course on American elections, voting behavior, and political participation. The emphasis will be on voting in U.S. presidential elections, as they are now understood through the use of survey research. Particular attention will be paid to the 2000 election. Other topics include political participation including voting turnout; the role of parties, issues, and candidates in vote decisions; congressional elections; and party realignment.

Exams. There will be a midterm exam (tentatively scheduled for May 7) and a final exam (at the officially posted University time: Thursday June 13 at 1:30), each worth 30% of the course grade. It will consist of a mixture of objective and short essay questions. Lectures and discussion are designed to complement the readings, so careful reading of the texts and regular class attendance are both important. Failure to take exams at the scheduled times, unless excused in advance by the instructor, will result in an E for that exam.

Class Attendance. Class attendance and responsible participation will count for 10% of the course grade.

Term Paper. The term paper will count for 30% of the course grade. The research paper is to be an original term paper of 8 to 12 pages in length (double-spaced, with 12 point font and normal 1" or 1.25" margins). The paper is due by 5 p.m. on May 30. This paper should describe and analyze voting in the 2000 election in one American state other than Ohio and Florida. Focus on understanding the November 2000 election results in the state. Students are expected to become knowledgeable about the politics of that state and to write a research paper demonstrating their expertise. Students are responsible for doing some preliminary research to make sure that there is sufficient material available as a basis for research on that state. Information about voting in that state should be obtained from reference sources and the Internet. State books can be consulted, as can be Ujifusa, *The Almanac of American Politics*. Local newspapers available on the Web can also be helpful. Look especially for past voting trends and social-demographics for the state as well as polls that provide information on party identification in the state. Be sure to cite sources that you use in preparing your paper. Students who have selected the same state can work together in doing their research, but their papers must be entirely their own work (see the Academic Honesty note below). Papers on the same state will be compared to make sure that they were written independently of one another. **Hard copies of the paper must be turned in to the course instructor or TA; no electronic copies will be accepted.**

Paperback texts (all paperback):

Paul Abramson, John Aldrich, & David Rohde, *Change and Continuity in the 2000 Elections*

Margaret Conway, *Political Participation in the United States*, 3rd ed.

William Crotty, ed. *America's Choice 2000*, Westview Press

Arrangements for Students with Disabilities. Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

Academic Honesty. All of the work you do in this course is expected to be your own. Cheating or plagiarism (using someone else's words or ideas, including material from web sites, without proper citation) will not be tolerated. Any cases of cheating or plagiarism will be reported to the University Committee on Academic Misconduct and handled according to University policy.

TOPIC SCHEDULE

I. Introduction

April 2: Studying Voting

The methods of studying voting will be discussed, with emphasis on how to evaluate survey evidence.

April 4: Models of Voting

Several alternative explanatory models of voting will be explained, with special emphasis on a "social-psychological model" developed in *The American Voter* and a "spatial model" proposed by Anthony Downs.

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, pp. 1-11

II.A. Determinants of Voting: Long-Term Factors

April 9: Party Identification and Political Independence

To what extent does partisanship affect voting? Do most people think about politics in partisan terms? How knowledgeable are political independents about politics?

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, pp. 168-78

April 11: Social Groups and Voting

The socio-demographics of voting will be examined with a focus on the 2000 election.

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, chap. 5

April 16: Ideology

To what extent does liberal-conservative ideology affect voting? Do most people think about politics in ideological terms? How politically sophisticated are voters?

II.B. Determinants of Voting: Short-Term Factors

April 18: Issue Voting, Economic Voting, and Retrospective Voting

Several ways to consider issue voting will be considered, including the notions of issue publics, sociotropic voting, and retrospective voting.

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, chaps. 6 & 7, and pp. 178-191

April 23: The Candidate Factor

Different ways to consider attitudes toward candidates will be presented.

April 25: Reading Day (no class)

April 30: Campaigns

Do campaigns matter? Do debates matter? How did the campaign and the debates affect the 2000 election?

- Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, chap. 2
- Crotty, "The Election of 2000: Close, Chaotic, and Unforgettable," in Crotty, *America's Choice 2000*, chap. 1
- Campbell, "The Curious and Close Presidential Campaign of 2000," in Crotty, *America's Choice 2000*, chap. 5

III. Election 2000

May 2: Election 2000 Results

The results of the 2000 presidential election will be reviewed, with a focus on the popular vote.
Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, chap. 3

May 7: MIDTERM

May 9: Election 2000 in the Courts

The aftermath of the 2000 presidential election will be presented, including the Electoral College, legal issues, and public reaction to the delayed decision.

Crotty, "Elections by Judicial Fiat: The Courts Decide," in Crotty, *America's Choice 2000*, chap. 2

IV. Political Participation

May 14: Voting Turnout

Voting turnout will be considered at two levels: in terms of the normative role of voting in democratic theory and the legal restrictions on voting eligibility.

Conway, *Political Participation in the United States*, chaps. 1, 5, & 7

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, chap. 3

May 16: Political Participation

Alternative forms of political participation will be considered, along with discussion how participation varies between different types of people.

Conway, *Political Participation in the United States*, chaps. 2, 3, & 4

Conway, "Political Participation in American Elections: Who Decides What?" in Crotty, *America's Choice 2000*, chap. 3

May 21: Rationality of Participation

The rationality of political participation will be diagnosed in terms of comparing the costs and benefits of different acts of participation and in terms of discussing the effects of participation.

Conway, *Political Participation in the United States*, chaps. 6 & 8

V. Other Elections

May 23: Presidential Primaries and Nominations

The primary system for nominating presidential candidates will be explained and its effects in the 2000 election will be analyzed.

Crotty, "The Presidential Primaries: Triumph of the Frontrunners," in Crotty, *America's Choice 2000*, chap. 4

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, chap. 1

May 28: Congressional and Other Elections

What are the general patterns underlying elections for Congress? To what extent did the 2000 elections fit these patterns?

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, pp. 193-95 and chap. 9

Jackson, "The Congressional Races: Continuing Battleground for the Parties," in Crotty, *America's Choice 2000*, chap. 6
 Jewell, "The State and Local Elections: Politics Beyond the Beltway," in Crotty, *America's Choice 2000*, chap. 7

May 30: Congressional Voting

What are the general models for understanding voting for Congress? How can they help us understand the 2000 and the 2002 elections?

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, pp. 193-95 and chap. 10

VI. Changing Patterns

June 4: Historical and Institutional Factors

How has voting changed historically? What are the institutional factors that constrain voting?

June 4: Party Realignment and Dealignment

Major changes in the American party system can be viewed in terms of changes in basic party alignments or in terms of weakening of the party system.

Abramson, Aldrich, & Rohde, *Change and Continuity in the 2000 Elections*, pp. 251-65

June 6: Contemporary Politics

Perspectives on change in contemporary American politics will be discussed.

White, "The Election in Perspective: Two Nations, Four Parties," in Crotty, *America's Choice 2000*, chap. 8