

POL 210
Political Analysis
Fall, 2023
M, W 2:00-3:15pm

(Note: This class is being offered as “Blended on campus”, which means we will occasionally replace in-person classes with asynchronous out of class work. Please check the syllabus for dates where I’ve noted we won’t be meeting).

Rhyne 255

Professor Clinton Jenkins
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Course Overview and Goals

The catalog description of this class reads: A review of major works in political thought (including Plato, Aristotle, Machiavelli, Hobbes, Locke, Marx, Mill, etc.) and a survey of the major empirical approaches used in the discipline.

Although the above sounds interesting, this course will be more than just that. Ultimately, the purpose of this course is to introduce you to the field of political science and all that it endeavors to do. You’ll be introduced to topics including what is political science is, what political scientists study, how we approach the study of political phenomena, the development of American political science, and much more. You’ll learn about political theory, American politics, comparative politics, international relations, and much more. Ultimately, this course is intended to help you become more acquainted with the field of political science and all that it encompasses.

Readings

Many readings will come from the two texts assigned for the course. Occasionally, I will assign additional readings. These will usually be posted on Canvas at least one week prior to the class you need them for. It is your responsibility to obtain the readings listed for the class period if they are not posted on Canvas.

There are two texts assigned for the class. They are available at the bookstore.

Whitman Cobb, Wendy. 2023. *Political Science Today*. Washington, DC: Sage; CQ Press.

Adcock, Robert. 2014. *Liberalism and the Emergence of American Political Science: A Transatlantic Tale*. New York: Oxford University Press.

It should not be surprising for a political science course on American government, that in addition to the assigned readings each week it is expected that you will keep up with the daily news. Reading a newspaper is the best way to do this. If you are not one to read the newspaper there are many other good alternatives online, on the radio, and on television (I, for example, prefer to listen to NPR as my main source of the day’s news). The only requirement is that your chosen news source must have frequent coverage of national

politics. Our discussions will frequently touch on current events, often as a way to illustrate concepts from lecture or readings. Regularly consuming the news will not only bring course material to life, but it will also make the class more interesting.

Evaluation

Your grade will be determined based on the following (weights in parentheses):

- Attendance, Participation, Discussion, and Free Writing (20%)
- Power Essay (15%)
- Literature Review Project (20%)
- Reading presentations (20%)
- Summaries and questions (25%)

Attendance, Participation, Discussion, and Freewriting – Your attendance and participation grade will be based on my subjective estimate of how frequently you participate actively and respectfully in class discussion and your completion of weekly in-class reflections, free writing, and small group discussions. You needn't talk in every class, nor do you need to speak for long. But you should be respectful, engaged, and participate frequently and substantively. I will speak more about how I grade participation during the first day of class.

Katy Perry is attributed as having said 80% of success is showing up.¹ I believe this is true. Part of being a good colleague and college citizen is showing up to do your part. This means showing up to class, listening respectfully to what your fellow students have to share, and offering your own perspectives on the subject matter. We all benefit by having robust discussions surrounding the topics we cover in class. Not only will participating in discussions help reinforce material from class, but it will also help you think about the world in different ways. But, in order to participate you must be there. You are allowed three absences per-semester for the calculation of your attendance, participation, discussion, and freewriting. grade.. Every absence after that will see your final participation and attendance grade reduced by five percentage-points. I do not excuse absences – it is your responsibility to decide when it is appropriate or inappropriate to use one of your “free” absences or to take the grade reduction. The exception to this are absences considered excused by the university; if you are going to have university-designated excused absences please get in touch with me and let me know, along with providing appropriate documentation. If you have a unique situation, such as an extreme illness or other circumstance, that will cause you to miss a large number of classes during the semester come speak with me.

Power Essay – Early on you'll be assigned a series of discussion question posts and then an essay about political power. More information will be available in the assignment, which should be distributed during the second week of class.

Literature Review – You will have a literature review on a topic of your choosing due at the end of the course. This paper will be 6-8 pages in length. In addition, you will be asked to make a presentation on your literature review and its topic to the class at the end of the

¹ Katy Perry didn't say this. Woody Allen is attributed as saying this, but students got tired of seeing the same person in all my syllabi at my previous institution. Also, Woody Allen's creep level has increased with time, so no need to give him the attention.

semester. More information about this assignment will be provided during the first few weeks of the semester. Your literature review will be worth 75% of your total literature review grade (15% of your course grade), and your presentation 25% of your literature review grade (5% of your course grade).

Reading Presentations – Twice during the semester, students (working in pairs) will present on all of the reading(s) assigned for that day of class and then lead a discussion about the readings. During the first week of class, I'll present the eligible list of days/readings for you to sign up for. Presentations should be around 7 to 10 minutes in length. Your presentations should cover the following items:

- a) The general topic and/or research question the authors are trying to answer.
- b) The author's main argument or theory
- c) How the author(s) went about answering their research question. What did they do/how did they design their research (if applicable).
- d) The findings from the authors study (if applicable)
- e) The strengths and weaknesses of their argument, methods, and findings (not all three may be applicable for each reading, but you should discuss as many as are available)
- f) Conclude by discussing how the article relates back to the overarching topic we are covering that week.

Reading Summaries and Questions – Before each class in which we read journal articles, news articles, or anything else not assigned from the *Political Science Today* textbook, you will be responsible for submitting a summary of the readings for the day you are assigned. Each day the summaries are due is noted in the syllabus. You should submit a one-to-two paragraph summary of the readings for that day. The summaries should demonstrate that you fully completed and made an effort to understand the readings.

In addition, at the end of your summaries, you should submit two questions you have about the readings for that class period.

- 1) The first question should be a question you have about a specific reading that you would like us to clarify during class (this can be a question about the methodology, the findings, how it speaks to other readings; anything you were puzzled about or want to know more about). That is, what is something you didn't understand or are curious about that you would like to learn more about. Often, we will not get the chance to answer all of the questions you submit, however, forcing oneself to ask this question is a useful practice.
- 2) Second, you should submit a question about the reading that you would like to ask your fellow classmates. These will be the guide for our discussions in class (this can be any question that will prompt a discussion you want to have about the reading(s) for that day. Examples include asking whether others think the reading contradicts something another reading said, whether others think their findings are correct, how we might apply the ideas from the paper to other things, etc.). Other question may be asking your classmates to comment on something a reading made you think of.

Your summaries and questions are due to be submitted on Canvas prior to the start of class the day the readings are assigned. Late submissions (outside of those excused ahead of time by me or LR policy) will not be accepted, and you will receive a 0 for them.

Each reading summary will be graded on both completion and accuracy: reading summaries that demonstrate deep engagement with the readings (by submitting accurate 5-6 sentence paragraph, or longer, summaries) will receive full credit. Sufficient response (those responses that are mostly accurate, with a few errors, and/or which may not come to the full length specified above) will receive a “75.” Those responses that are insufficient, either due to a lack of depth, detail, missing components, or substantial inaccuracies in the summary will receive half credit, a “50.” A failure to submit a summary will receive a “0”.

Your reading summaries grade for the course will be the equally weighted average of the grade you received for all of your reading summaries.

At the end of the semester your final grade will be calculated using your grades on each of the metrics above and their respective weights, and you will receive a letter grade based on the following grading scale:

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), and F (0-59).

Here are some final notes about grading in the class:

- If you have questions about the grade you received on an assignment, please come see me during office hours or send me an e-mail to schedule an appointment to meet in person. I do not discuss grades over e-mail but am more than happy to sit down with you in person and help you understand why you earned the grade you did and help you get the grade you wish next time.
- If you do not believe that the grade you received is not indicative of your work, I will regrade your assignment for you. You must contact me in writing, sending a memo about why you believe you did not deserve the grade that you received. You must contact me within one week of receiving back your work, if you do not you waive the right for me to reconsider your grade for that assignment. Once I receive your petition in writing I will regrade your work, and the resulting grade, whether higher or lower than your original, will be your final grade for that assignment.
- Late assignments will be penalized by 10-points per business-day that it is late (Monday through Friday).
- The only acceptable excuses for not completing an assignment on time are illness or family emergency. If either circumstance arises, I will give you extra time, but only if you (1) communicate with me before the assignment is due, and (2) provide documentation of the circumstance. After that is completed we will discuss a new due date.
- If you fail to complete an assignment, you will receive a 0 for that assignment.

Attendance Policy

You are graded on a combination of your attendance and participation (see above). There are a number of items that you are excused for including university sanctioned events,

among others. Please see the University Catalog for more information on what constitutes an excused absence.

University policy on attendance is as follows:

Students are expected to attend classes and laboratories as specified by the instructor, who will state his/her attendance policy in writing at the beginning of the semester. No 'allowed' number of absences is automatically granted to a student in any course. Ordinarily, a student will not receive credit if he/she misses more than 25% of the scheduled class meetings unless extenuating circumstances exist. (Lenoir-Rhyne University General Catalog).

Student Honor Commitment and Statement of Academic Integrity

All students at Lenoir-Rhyne University are expected to know and agree to accept the following Lenoir-Rhyne University Statement of Academic Integrity:

A fundamental purpose of a liberal education is its attempt to cultivate in the student a sense of honor and high principles pertaining especially to academics, but extending to all areas of life. An inherent feature of Lenoir-Rhyne is its commitment to an atmosphere of integrity and ethical conduct. As a student of Lenoir-Rhyne, I accept as my personal responsibility the vigorous maintenance of honesty, truth, fairness, civility, and concern for others.

My devotion to integrity demands that I will not cheat in academic work and that I adhere to the established and required community code of conduct. I accept the responsibility for upholding the established standards against those who would violate them. And I understand and accept the consequences of infracting upon or assisting others in infracting upon this code. In addition to and beyond the requirements of any code of law, I affirm my own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Lenoir-Rhyne in making the concept of honor a reality.

Information for Students with Disabilities

Lenoir-Rhyne University does not discriminate on the basis of physical or mental disability in admission, treatment, and access to any educational programs and activities. Any student with a disability who is eligible for, or has questions regarding accommodations, should contact Sherry Proctor, Director of Disability Services/Section 504 & Title III Coordinator – Rudisill Library 202; (828) 328-7296; Sherry.Proctor@lr.edu.

Academic Freedom

Each student is strongly encouraged to participate in class discussions. In any classroom situation that involves discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where all of us will be encouraged to think and learn from each other. Therefore, be assured that students' grades will not be affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

Title IX

Under Title IX and LRU policy, discrimination based on sex and gender, including sexual orientation and gender identity, is prohibited. If you experience an incident of sex- or gender-based discrimination or misconduct, we encourage you to report it. While you may talk to me or another faculty or staff member about the incident, understand that as a "Mandated Reporter" of the University, faculty members must report what you share to the University's Title IX Coordinator, primarily so the University can assist you with resources and discuss options. If you would like to speak with someone who will afford you complete confidentiality, we encourage you to contact the University's Counseling Center, Student Healthcare Provider, or Pastor. For more information about Title IX and sexual misconduct, including policy, resources, and reporting options, see www.lr.edu/titleix or contact the University's Vice-President for Diversity, Equity, and Inclusion, Avery Staley, who can be reached at avery.staley@lr.edu.

Gender Neutral Language and Preferred Pronouns

Using gender-neutral language means using terms and expressions that do not reinforce traditional gender norms or assumptions. It acknowledges that gender is a spectrum and recognizes the validity of all gender identities. By adopting gender-neutral language, we ensure that everyone feels included, respected, and seen for who they are.

Make an effort to use the correct pronouns for each individual. If you are unsure about someone's pronouns, respectfully ask or use gender-neutral pronouns such as "they/them" until you have more information. [The full policy can be found here.](#)

Technology

Technology's great. It has made us more efficient as a people and has provided humankind with more ability and power than we've ever had before. But the fact is that laptops, smart phones, and other electronic devices are a distraction to your classmates and to me. Not only that, but research has shown that we learn more when we take notes by hand:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Thus, you may not use electronic devices in class, unless I have asked you to use them for the some aspect of the class. However, should you have a unique reason for needing a laptop to take notes, please contact me and we can make accommodations as necessary.

Course Schedule and Readings

(Note: This is subject to change at the will of the instructor as the semester progresses)

Week 1: Introduction; What is Political Science?

Monday 8/21: Introduction

- Reading
 - No reading. Get a head start on Wednesday's reading.
- Due
 - Nothing due this week

Part I: What is Political Science? What do Political Scientists Study?

Wednesday 8/23: What is Political Science?

- Reading
 - Whitman Cobb, Chapter 1
- Due
 - Nothing due

Week 2: Power; Institutions

Monday 8/28: Power & Politics

- Reading
 - Bachrach, Peter and Morton S. Baratz. 1962. "The Two Faces of Power," *American Political Science Review*. 56 (4): 947-952.
 - Dahl, Robert. 1967. *Pluralist Democracy in the United States*. Chicago: Rand McNally & Company, pp. 22-24.*
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Wednesday 8/30: Institutions

- Reading
 - March, James and Johan P. Olsen. 2009. "Elaborating the "New Institutionalism"" in *The Oxford Handbook of Political Institutions*.
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Week 3: Behavior; Power Reflection and Essay Assignment

Monday 9/4: Behavior

- Reading
 - Dalton, Russell J. and Hans-Dieter Klingemann. 2013. "Overview of Political Behavior: Political Behavior and Citizen Politics" in Goodin, Robert (ed.) *The Oxford Handbook of Political Science*.
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Wednesday 9/6 (Virtual, no in-person or synchronous meeting): Power Reflection and Essay

- Reading
 - Chapter 1, Lukes, Steven. 2005. *A Radical View of Power*, London: Palgrave Macmillan.
- Due
 - In lieu of a regular class meeting, I made today's class asynchronous to give you time to reflect on our discussions of power and political science, the readings, and to chew over the Lukes reading. Also, the purpose is to give you a bit more flexibility and chance to get a head start on the power essay due next week.
 - Power discussion board post due by 11:59pm, Wednesday 9/6 on Canvas.
 - This will help you prepare for the Power Essay due a week from today.
 - No summary or questions due today.

Part II: How do Empirical (Positive) Political Scientists Study Politics?

Week 4: Research Methods

Monday 9/11: Research Methods

- Reading
 - Whitman Cobb, Chapter 2
- Due
 - Replies to your classmates' power discussion posts on Canvas due by 2pm.

Wednesday 9/13: Research Methods

- Reading:
 - Mahoney, James and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research," *Political Analysis*. 14 (3): 227-249.
 - Fujii, Lee Ann. 2012. "Research Ethics 101: Research Dilemmas and Responsibilities." *PS: Political Science & Politics* 45(4): 717-723.
- Due:
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).
 - Power Essay, due 11/59pm on Canvas.

Week 5: Writing Literature Reviews; Library Resources and Brainstorming

Monday 9/18 (In-person): Writing a Literature Review

- Reading
 - None
- Due
 - Nothing

Wednesday 9/20 (In-person): Library Instruction

Note: we'll meet in the library today. I'll send more info out closer to the date.

- Reading
 - None
- Due
 - Nothing

Part III: Subfields of Political Science

Week 6: Political Theory

Monday 9/25 (In-person):

- Reading
 - Whitman Cobb, Chapter 3
- Due
 - Nothing

Wednesday 9/27 (In-person):

- Reading
 -
 - Melonas, Desiree. 2023. “Bag Lady, You Gon’ Hurt Your Back”: An Existential-Phenomenological Account of Women and Bag-Carrying as Narrated Through Erykah Badu. *Theory & Event* 26(1), 52-78.
 - Creppel, Ingrid. 2020. “Aristotle on enmity: ideology, somatic justice, and emotions” in *Envisioning Democracy: New Essays After Sheldon Wolin’s Political Thought*, edited by Terry Maley, Helen Pringle and John R. Wallach, University of Toronto Press.
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week’s module).

Week 7: Comparative Politics

Monday 10/2 (In-person): Comparative Politics

- Reading
 - Whitman Cobb, Chapter 9
- Due
 - Nothing

Wednesday 10/4 (In-person): Comparative Politics

- Reading
 - Scruggs, Lyle and Peter Lange. 2002. “Where Have all the Members Gone? Globalization, Institutions, and Union Density,” *The Journal of Politics*, 64 (1): 541-557.
 - Krishnarajan, Suthan. 2023. “Rationalizing Democracy: The Perceptual Bias and (Un)Democratic Behavior,” *American Political Science Review*. 117 (2): 474-496.
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week’s module).

Week 8: Fall Break; Research day

Monday 10/9 (No Class Meeting): Fall Break

- Reading
 - None, finally!
- Due
 - Fall break

Wednesday 10/11 (No In-Person class today): Research Day

- Reading
 - None
- Due
 - Use the time we would have spent on class today working on your literature review. Please be in touch if you have any questions and we can use class time to meet and talk about the project.
 - At the end of today, email me a report on how you spent your time working on your lit review project.

Week 9: American Politics

Monday 10/16: American Politics

- Reading
 - Whitman Cobb, Chapter 8
- Due
 - Nothing

Wednesday 10/18: American Politics

- Reading
 - Binder, Sarah. 2018. "Dodging the Rules in Trump's Republican Congress," *The Journal of Politics*, 80(4).*
 - Iyengar, Shanto, Gaurav Sood, and Yphtach Lelkes. 2012. "Affect, Not Ideology: A Social Identity Perspective on Polarization." *Public Opinion Quarterly* 76(3): 405-431.*
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Week 10: International Relations

Monday 10/23: International Relations

- Reading
 - Whitman Cobb, Chapter 10
- Due
 - Nothing due

Wednesday 10/25: International Relations

- Reading:
 - Finnemore, Martha and Michelle Jurkovich. 2020. "Aspiration in World

- Politics,” *International Studies Quarterly*. 64, 4(2020): 759-69.
- Downes, Alex and Marry L. Lilley. 2010. “Overt Peace, Covert War?: Covert Intervention and the Democratic Peace,” *Security Studies*, 19 (2): 266-306.
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week’s module).

Week 11: Public Administration & Policy

Monday 10/30: Public Admin/Policy

- Reading
 - Whitman Cobb, Chapter 12
- Due
 - Nothing

Wednesday 11/1: Public Admin/Policy

- Reading
 - Deering, Christopher and Forest Maltzman. 1999. “The politics of executive orders: Legislative constraints on presidential power.” *Political Research Quarterly* 52 (4), 767-783.
 - Balla, Steve. 2015. “Procedural Control, Bureaucratic Discretion, and Public Commenting on Agency Regulations.” *Public Administration*. Vol. 93, No. 2, pp. 524-538
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week’s module).

Part IV: Development of American Political Science

Week 12: From Europe to America; Wide Political Science and Liberalism in the Gilded Age

Monday 11/6:

- Reading
 - Adcock, Introduction + Chapters 1, 2
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week’s module).

Wednesday 11/8:

- Reading
 - Adcock, Chapter 3, 4
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week’s module).

Week 13: Wide Political Science and Liberalism in the Gilded Age; Late Century Liberalisms and the New Political Science

Monday 11/13:

- Reading
 - Adcock, Chapters 5, 6
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Wednesday 11/15:

- Reading
 - Adcock, Chapters 7, 8, and Conclusion
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Week 14: Research Day Thanksgiving Break

Monday 11/20 (No in person class): Research Day 2

- Use the time we would have spent on class today working on your literature review project, which is due in just over two weeks.
- Send me an email with a summary of the work you completed during this time.

Wednesday 11/22: No class, Thanksgiving Break

- Reading
 - Nothing (woohoo!)
- Due
 - Nothing (yay!)

Contemporary Issues in Political Science

Week 15: So, what is Political Science? Who is it for?

Monday 11/27: So, what is Political Science? Who is it for?

- Reading
 - Mr. Perestroika. 2000. On the irrelevance of APSA and APSA to the study of Political Science!*
 - Laitin, David. 2003. "The Perestroikan Challenge to Social Science," *Politics & Society*, 31.*
 - Flyvbjerg, Bent. 2004. A Perestroikan Straw Man Answers Back: David Laitin and Phronetic Political Science, *Politics & Society*. 32 (3):
- Due
 - Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Wednesday 11/29: So, what is Political Science? Who is it for? + Reflections.

- Reading
 - Smith, Rogers M. "Should We Make Political Science More of a Science or More about Politics?" *PS: Political Science and Politics* 35, no. 2 (2002): 199–201.
- Due

- Summary and questions (due at the start of class on Canvas, submitted in the appropriate assignment upload in the week's module).

Final: There will be no final exam. However, we will use the final exam period for final presentations on your literature review. Our final exam period will be announced when the final exam schedule is made available.