

The Political Science of Great Issues
Tutorial – Sophomore Year
Government 97
Spring 2018

<https://canvas.harvard.edu/courses/36731>

Lecture:
Tuesdays, 2-3:30pm
Art Museums Menschel Hall

Professor Ryan D. Enos
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Office Hours:
Wednesdays 3-4PM and by appointment
CGIS K406

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How can political science help us make sense of the pressing issues we face in the world today? From populism to climate change to “fake news,” urgent political issues are constantly at the forefront of public debate, and the stakes have never seemed higher. This course will equip government department concentrators with the analytical tools to intelligently observe, question, and theorize about political phenomena. Through analysis

of empirical and normative political science and original research, students will learn how political scientists address the important issues of our time, and criticize how others address these issues.

This course will focus on five issues of current relevance: populism & authoritarianism, climate change, immigration & diversity, inequality, and fake news. It is easy to see why each of these issues is important, but the focus of the course is not on the issues themselves; rather, the issues are vehicles for achieving mastery in the scientific analysis of politics. Indeed, these issues are challenging, not because of the limits of public policy, but because of politics: debates over “who gets what, when, and how.” Students will read classic and cutting-edge research that speaks to these issues. Students will leave this course with a unified and challenging intellectual experience in the study of politics and will have the tools to use political science to engage with the issues of interest to them.

Course Components:

Discussion Section Meetings: Discussion sections are the central element of the course, where the small group format allows for in-depth exploration and understanding. Sections will meet once a week for 2 hours. Section times and locations will be organized by each Teaching Fellow. Sections begin the first week. Students are expected to attend all sessions and actively participate in all class discussions and activities. Teaching Fellows may have individual expectations of their students and students are required to comply with these.

Lectures: Lectures are aimed at introducing and synthesizing material. It is important that students come having completed the weekly reading and ready to contribute to the discussion. New material from outside the readings will also be introduced in lecture. Whenever a new source is discussed in lecture, the associated reading will be added to the course website. Because lectures are interactive and learning is better with participation, lecture attendance is mandatory and a small attendance grade is recorded when students take lecture quizzes. The quiz itself is ungraded. Lectures will be videotaped and posted online for students’ reference, but in-person attendance is required.

In the case that an emergency or illness means that missing lecture is necessary, students should email both Leslie Finger and their Teaching Fellow and attach documentation of their reason for missing lecture. This is not considered finalized unless confirmation is received from Leslie Finger.

Dinners: Each week, there will be a Gov 97 dinner in one of the houses, where students can gather with Professor Enos and other members of the teaching team to discuss the course and other issues of interest. You may attend the dinner at your house or another house, if you like. Attendance is completely optional.

Readings and Perusall: Students are required to do all the readings, when available, via Perusall (note that some books are not available on Perusall). You access Perusall directly on the Canvas site and Teaching Fellows will provide more instruction on how to use it and their expectations. Perusall allows students to comment on a shared document, so everybody in your section can see everybody's notations, and students can respond to each other's comments. Students are required to engage substantively with the readings, as evidenced by reasonable notation. Teaching Fellows will review notations in preparation for section, so this is a good way to express your thoughts and questions about the readings.

In the instances when Perusall is not available, you will participate in a discussion on your section's Canvas page. You will be required to write 1-2 paragraphs reacting to the book. You can make a short argument, raise questions, and/or discuss connections across readings. You also are required to comment on one other student's reactions.

All readings, Perusall annotations, and Canvas reactions (where applicable) must be completed before Tuesday lecture. The Perusall assignment and Canvas discussion threads will close at 2pm.

Note on Readings for April 17: In the penultimate week of the course, we will demonstrate the capability of political science research to speak to a range of issues by allowing students to choose the issue to study. Nominating and voting on the issue will be through the course website. Students will vote on the issue to cover and the teaching team will select readings to speak to this issue.

Monkey Cage Critique: Students are required to regularly read the *Monkey Cage* (<http://www.washingtonpost.com/news/monkey-cage/>). The *Monkey Cage* is a forum for political scientists to apply their research to current events.

Each week, students are required to browse the *Monkey Cage*, read a few articles, and upload a suggested article, along with a one sentence description of what it's about, to your section's Canvas group discussion page for the appropriate week. This should be done by Friday at 1:59pm of each week. Choose an article that is interesting to you – it need not relate to the course content, although it can. Your Teaching Fellow will choose from students' suggested articles and let your section know which article everybody should read for section in the coming week. Once during the semester, when your article is chosen, you will facilitate a short discussion with the class on the article that should touch on what the research is, how it informs current events, and your reactions to it. During the other weeks, your instructor will facilitate the discussion. The Monkey Cage Critique grade will factor in your suggested articles each week and your facilitation of article discussion once during the semester.

To access the Monkey Cage, you must subscribe to the *Washington Post*. To do so, go to <https://www.washingtonpost.com/> and click “Subscribe” in the upper right-hand corner. Scroll down to “Academic Rate” and click “Learn More.” Click “Subscribe.” Enter your Harvard email address in the “Contact info” field and complete the payment information. You will be able to cancel the subscription at the end of class. The cost will amount to about \$12 for the semester.

Writing as a Social Scientist: In this course, students will learn how to write two types of papers that are essential elements of social science research: a Reading Analysis and a Research Paper. The purpose of these assignments is to make you a skilled consumer of social science claims and evidence and to prepare you to undertake more social science research. Writing these papers is an interactive process and you will meet with your Teaching Fellow throughout the process.

Your assignments below are to be submitted via Canvas at the times noted. *To reduce potential bias, assignments are graded blindly, so do not write your name on your submitted paper.*

Readings Analysis: The reading analysis will be 5 to 7 pages, and it will respond to a prompt written by the course staff. You will be required to draw from course readings and lecture material to answer the prompt. Students will upload their reading analysis to Canvas on March 2 at 1:59pm. Teaching Fellows will provide comments and you will meet with your Teaching Fellow to go over the paper. You will hand in the second draft, which is a larger portion of your grade, on March 23 at 1:59pm. Second drafts will be graded anonymously by a Teaching Fellow other than your own.

Research Paper: For the research paper, you will compose a research question that speaks to a debate drawn from the course. You will then draw on literature from the course, in addition to literature outside the course, to consider possible answers to your question, and you will utilize data sources provided by the course staff to answer your question. The data analysis you undertake will match your skill level – there are no prerequisites and the minimum special skills required for this assignment will be taught in your Discussion Section. To help you accomplish these tasks, the research paper assignment has two parts, a prospectus and a final paper.

Prospectus: The prospectus will be 4 to 6 pages, and will lay out your research question, include a literature review, lay out your planned methodology to answer the question, and address any limitations with this methodology. You will write two drafts of your prospectus. The first will be due by email to your Teaching Fellow on April 6 at 1:59pm. After receiving comments from your TF and meeting with them, you will revise your prospectus and hand in a new draft on April 25 at 1:59pm. As with the prompt paper assignment, the second draft will be graded anonymously by a TF other than your own.

Final Research Paper: The final research paper will essentially be an improved version of the prospectus plus the results of your research. It should be 10 to 12 pages. It is due May 11 at 1:59pm.

Assignment Due Dates and Contribution to Final Grade:

Assignment	Percent of Final Grade	Due Date
1. Class Participation	30%	
1.1 Discussion Section Participation	12%	
1.2 Reading Participation	12%	By 1:59pm day of lecture
1.3 Lecture Participation	2%	
1.4 Monkey Cage Critique Suggestion	4%	1:59pm on Friday of each week
2. Reading Analysis	20%	
3.1 Draft 1	5%	March 2, 1:59pm
3.2 Draft 2	15%	March 23, 1:59pm
3. Prospectus and Research Paper	50%	
3.1 Prospectus Draft 1	5%	April 6, 1:59pm
3.2 Prospectus Draft 2	15%	April 25, 1:59pm
3.3 Final Paper	30%	May 11, 1:59pm

Other Policies:

Questions or Disputes about Grades: Students should speak with their Teaching Fellows to fully understand the strengths and weaknesses of their work. In the rare case that a student believes a grade to be incorrect, even after discussing it with their TF, they may bring this, in writing, to the attention of Leslie Finger who will regrade the assignment. The grade from Leslie is final.

Late Assignments: Assignments turned in after the due date will not be accepted and will receive zero credit.

Collaboration Policy: Collaboration is not permitted in any form on the reading analysis paper. For the research paper, however, feel free to discuss your projects with your classmates. The exchange of ideas is essential to strong academic research. You may find it useful to share sources or discuss your thinking, particularly if you are working on a similar topic. You may even read each other's drafts and provide feedback. However, you should ensure that any written work you submit is the result of your own research and writing and that it reflects your own thinking and approach to the topic. You must be sure to cite any books, articles, websites, lectures, etc. that you draw on. Furthermore, while you may seek

the advice or help of your peers, your data analysis must be performed on your own and you should consult with your Teaching Fellow to make sure you are not duplicating the analysis of any other student in your section.

Laptop policy: There is substantial rigorous evidence that laptops and other Internet-enabled devices distract from learning by the user and others around the user. At the same time, these devices are necessary for certain learning activities. As such, while laptops are permitted, they should not be used for anything other than to reference the readings and to take quizzes or access other material as directed in lecture. If students are using Internet-enabled devices for something other than permitted activities, they will be asked to leave lecture.

Class and Readings Schedule

Readings will be available on and should be completed using Perusall (when applicable), before the date listed.

You should purchase the following books as soon as possible. They are also on reserve at Lamont.

1. Axelrod, Robert. *The Evolution of Cooperation: Revised Edition*. (2006) New York: Basic. (Also available online through HOLLIS.)
2. Cramer, Katherine J. *The politics of resentment: Rural consciousness in Wisconsin and the rise of Scott Walker*. Chicago: University of Chicago Press, 2016.
3. Levitsky, Steven and Ziblatt, Daniel. *How Democracies Die*. (2018) New York: Crown.

Date	Topic	Readings
January 23, 2018	The Importance, Utility, and Challenge of Political Science Research	
January 30, 2018	Populism and Authoritarianism	<ol style="list-style-type: none"> 1. Levitsky, Steven and Ziblatt, Daniel. <i>How Democracies Die</i>. (2018) New York: Crown. (chapters 1-7) 2. The Federalist Papers (1788) (Numbers 1, 10, 68) 3. Downs, Anthony. <i>An Economic Theory of</i>

		<i>Democracy</i> . (1957) New York: Harper. (Chapter 8)
February 6, 2018	Populism and Authoritarianism (continued)	<ol style="list-style-type: none"> 1. Levitsky, Steven, and James Loxton. "Populism and competitive authoritarianism in the Andes." <i>Democratization</i> 20.1 (2013): 107-136. 2. Iyengar, Shanto, and Sean J. Westwood. "Fear and loathing across party lines: New evidence on group polarization." <i>American Journal of Political Science</i> 59.3 (2015): 690-707.
February 13, 2018	Climate Change	<ol style="list-style-type: none"> 1. Hardin, Garrett. "The Tragedy of the Commons." <i>Science</i> 162.3859 (1968): 1243-1248. 2. Axelrod, Robert. <i>The Evolution of Cooperation: Revised Edition</i>. (2006) New York: Basic. (chapters 1-4 and 6-9)
February 20, 2018	Climate Change (continued)	<ol style="list-style-type: none"> 1. Ostrom, Elinor. "Polycentric systems for coping with collective action and global environmental change." <i>Global Environmental Change</i> 20.4 (2010): 550-557. 2. Tingley, Dustin, and Michael Tomz. "Conditional cooperation and climate change." <i>Comparative Political Studies</i> 47.3 (2014): 344-368. 3. Bechtel, Michael M., and Kenneth F. Scheve. "Mass support for global climate agreements depends on institutional design." <i>Proceedings of the National Academy of Sciences</i> 110.34 (2013): 13763-13768.
February 27, 2018	Immigration and Diversity	<ol style="list-style-type: none"> 1. Putnam, Robert D. "E pluribus unum: Diversity and community in the twenty-first century the 2006 Johan Skytte Prize Lecture." <i>Scandinavian political studies</i> 30.2 (2007): 137-174. 2. Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. <i>Coethnicity: diversity and the dilemmas of collective action</i>. New York: Russell Sage Foundation, 2009. (chapters 1, 2, 4, 5, and 7)
March 6, 2018	Immigration and Diversity	<ol style="list-style-type: none"> 1. Enos, Ryan D. <i>The space between us: Social geography and politics</i>. Cambridge University

	(continued)	<p>Press, 2017. (chapter 5)</p> <ol style="list-style-type: none"> 2. Bansak, Kirk, Jens Hainmueller, and Dominik Hangartner. "How economic, humanitarian, and religious concerns shape European attitudes toward asylum seekers." <i>Science</i>354.6309 (2016): 217-222.
March 13, 2018	Spring Break	Leisurely reading of your choice (don't take yourself too seriously, you're only young once).
March 20, 2018	Fake News	<ol style="list-style-type: none"> 1. Converse, Philip E. "The nature of belief systems in mass publics (1964)." <i>Critical review</i> 18.1-3 (2006): 1-74. 2. Zaller, John. <i>The nature and origins of mass opinion</i>. New York: Cambridge university press, 1992. (chapters 4 and 5) 3. Schumpeter, Joseph A. <i>Capitalism, socialism and democracy</i>. New York: Routledge, 1942. (chapter 21) 4. Levin, Dov H. "Partisan electoral interventions by the great powers: Introducing the PEIG Dataset." <i>Conflict Management and Peace Science</i> (2016)
March 27, 2018	Fake News (continued)	<ol style="list-style-type: none"> 1. Guess, Andrew, Brendan Nyhan, and Jason Reifler. "Selective Exposure to Misinformation: Evidence from the consumption of fake news during the 2016 U.S. presidential campaign." Working Paper, Princeton University (2018). 2. King, Gary, Jennifer Pan, and Margaret E. Roberts. "Reverse-engineering censorship in China: Randomized experimentation and participant observation." <i>Science</i>345.6199 (2014): 1251722. 3. King, Gary, Benjamin Schneer, and Ariel White. "How the news media activate public expression and influence national agendas." <i>Science</i> 358.6364 (2017): 776-780. 4. Munger, Kevin. "Tweetment effects on the tweeted: Experimentally reducing racist harassment." <i>Political Behavior</i>39.3 (2017): 629-649.
April 3, 2018	Inequality	<ol style="list-style-type: none"> 1. Gilens, Martin, and Benjamin I. Page. "Testing theories of American politics: Elites,

		<p>interest groups, and average citizens." <i>Perspectives on politics</i> 12.3 (2014): 564-581.</p> <p>2. Rawls, John. "Justice as fairness." <i>The philosophical review</i>(1958): 164-194.</p> <p>3. Shapiro, Ian. "Why the poor don't soak the rich." <i>Daedalus</i>131.1 (2002): 118-128.</p>
April 10, 2018	Inequality (continued)	<p>1. Bonica, Adam, et al. "Why hasn't democracy slowed rising inequality?." <i>The Journal of Economic Perspectives</i> 27.3 (2013): 103-123.</p> <p>2. Sands, Melissa L. "Exposure to inequality affects support for redistribution." <i>Proceedings of the National Academy of Sciences</i> (2017): 201615010.</p> <p>3. Cramer, Katherine J. <i>The politics of resentment: Rural consciousness in Wisconsin and the rise of Scott Walker</i>. Chicago: University of Chicago Press, 2016. (chapters 1 and 3-7)</p>
April 17, 2018	Student chosen issue	To be announced
April 24, 2018	Conclusion:	<p>1. Broockman, David, and Joshua Kalla. "Durably reducing transphobia: A field experiment on door-to-door canvassing." <i>Science</i> 352.6282 (2016): 220-224.</p>