

The Political Science of Great Issues
Tutorial – Sophomore Year
Government 97
Spring 2019

<https://canvas.harvard.edu/courses/48868>

Lecture:
Tuesdays, 9-10:15am
Boylston 110

Professor Ryan D. Enos
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Office Hours:
Tuesdays 2-3PM and by appointment
CGIS K434

Course Director:
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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 the control of information. 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. Sections are loosely organized around the research interest of the Teaching Fellow. We attempt to match students with their preferred section, but cannot guarantee it.

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.

In addition to in-depth exploration of the material from readings and lectures, sections also include training in social science research skills, including writing as a social scientist.

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.

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: Several times during the semester, 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:

Students are required to do all readings listed on the syllabus each week by lecture. Each topic in the course will be accompanied by three types of readings.

1. **Background Briefings:** these are short descriptions of the sociopolitical issues under consideration. They are intended to give students the background knowledge on the issue to which the political science will be applied. They are not intended to be a comprehensive treatment of the issue, but to provide a common base on which we can expand and explore.
2. **Applications:** these are narrative accounts of political actors dealing with the issue at hand. A goal of the course is to apply political science theory and research to these narrative accounts, which represent the larger social phenomenon to which these theories can be applied. These are one example of the larger goal of the course of applying political science research to better explain and understand sociopolitical phenomenon.
3. **Political Science Research:** these are academic articles and books covering political science research and theory that can then be applied to real issues.

Written Assignments:

1. **Readings and Discussion Posts:** Starting during Week 2, you must post a short reaction to the political science research readings on the Canvas site on **Mondays by 9pm**. Your post should be 1 or 2 substantial paragraphs and should bring up one or two questions, critiques, or ideas with explicit reference to the readings assigned for that week's class. Other students in the course can see your postings. You can respond to each other but are not required to do so. While these need not make a formal argument, they should have a coherent point that is grounded in the readings; it should be evident that you have done the readings. The posts should not simply be about your personal experience or about current events, although you can tie anecdotal ideas in with a discussion about the readings. Your Teaching Fellows will use your questions and critiques from the online forum in class discussion. After the first week, there are twelve class meetings with assigned readings. You must post discussions for, at least, ten of the twelve, but you are encouraged to post something every week in order to collect and synthesize your thoughts before class.
2. **Monkey Cage Discussion:** 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.

At the beginning of the semester, each student will sign up for one week during which they will be responsible for choosing the *Monkey Cage* article that the entire section will read. On your week, post the link on the *Monkey Cage* discussion thread by **Monday at 9pm**. Your classmates will be required to read the article you post, and you will lead a short discussion – of not more than 10 minutes - during section. During your week, it is not your job to summarize the article for the class but rather to engage your classmates in discussion by asking thoughtful questions and stimulating discussion. An ideal discussion would tie it into the larger themes of the course.

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.

3. **Writing as a Social Scientist:** In this course, students will learn how to write like a social scientist, which is an essential part of social science research. To that end, students will write two types of papers that appear in social science research: a Case Study 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.
 - a. *Case Study Analysis:* The case study analysis will be 5 to 7 pages, and it will use an Application Reading to test the validity of one of the theories learned in class. You will draw from course readings and lecture material to set up the scholarly debate, and you will then use a case we read in class to make an argument about this debate. You will argue for why a theory is or is not a good explanation for the events described in the reading and what this might say about the validity of the theory more general. Students will upload their case study analysis to Canvas on **March 1 at 9pm**. This first draft must be completed with full effort, but is not graded. Teaching Fellows will provide feedback on these papers and you will meet with your Teaching Fellow to go over the first version. You will hand in the second version (along with a copy of your first version with feedback) on **March 15 at 9pm**. The second versions of the paper will be graded anonymously by a Teaching Fellow other than your own. A completed first draft showing full effort is required in order to receive credit on the second draft.
 - b. *Research Paper:* For the research paper, you will compose a research question that speaks to a topic covered in 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. Qualitative or quantitative research is permitted. To help you accomplish these tasks, the research paper assignment has two parts, a prospectus and a final paper.

- a. Prospectus: The prospectus will be 5 to 7 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 versions of your prospectus. The first will be due on Canvas on **April 17 at 9pm**. This first draft must be completed with full effort, but is not graded. Teaching Fellows will provide feedback on these papers. You will meet with your Teaching Fellow at some point in this process, either before or after the first draft. You will upload a second draft (along with a copy of your first version with feedback) on **May 1 at 9:00pm**. This will be graded anonymously by a TF other than your own. A completed first draft showing full effort is required in order to receive credit on the second draft.

- b. 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 15 at 9pm**. Plan to upload your prospectus drafts with comments as well.

Grading

These assignments are to be submitted via Canvas at the times noted. *To reduce potential bias, assignments are graded blindly using a standardized rubric.* (Do not write your name on any submitted papers. Instead write your TF's name.)

Assignment Due Dates and Contribution to Final Grade:

| Assignment | Percent of Final Grade | Due Date |
|--------------------------------------|------------------------|---------------|
| 1. Class Participation | 25% | |
| 1.1 Discussion Section Participation | 15% | |
| 1.2 Reading Discussion Posts | 5% | |
| 1.2 Lecture Participation | 2.5% | |
| 1.3 Monkey Cage Discussion | 2.5% | |
| 2. Case Study Analysis | 20% | |
| 2.1 Version 1 | | March 1, 9pm |
| 2.2 Version 2 | 20% | March 15, 9pm |
| 3. Prospectus and Research Paper | 55% | |
| 3.1 Prospectus Version 1 | | April 17, 9pm |
| 3.2 Prospectus Version 2 | 20% | May 1, 9pm |
| 3.3 Final Paper | 35% | May 15, 9pm |

Other Policies:

Accommodations: If you have an accommodation from the Accessible Education Office, please provide documentation to your Teaching Fellow and Leslie Finger during the first two weeks of class.

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. However, because there will be online in quizzes in class, you will need a phone or laptop. Aside from taking the quiz, laptops, phones, and other internet enabled devices are not permitted during lecture.

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. In the extraordinary event of an unforeseen and unavoidable circumstance that prevents you from turning in an assignment on time, you must provide documentation to your Teaching Fellow and Leslie Finger.

Collaboration Policy: The exchange of ideas is essential to strong academic research. You may find it useful to share sources or discuss your thinking for either paper, 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 case study and data analyses 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.

Class and Readings Schedule

Readings will be available on Canvass and should be completed, 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*. (2016) Chicago: University of Chicago Press.
3. Levitsky, Steven and Ziblatt, Daniel. *How Democracies Die*. (2018) New York: Crown.
4. Roberts, Margaret E., *Censored: Distraction and Diversion Inside China's Great Firewall*. (2018) Princeton, NJ: Princeton University Press.

| Date | Topic | Readings |
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| January 29, 2019 | The Necessity, Promise, and Challenge of Social Science Research | |
| February 5, 2019 | Populism and Authoritarianism | <ol style="list-style-type: none"> 1. Background briefing: Zhang, Helen Ye. "Authoritarian and populism." Harvard University. 2019. 2. Application: de Bellaigue, Christopher. "Welcome to demokrasi: how Erdoğan got more popular than ever." <i>The Guardian</i>. 30 August 2016. https://www.theguardian.com/world/2016/aug/30/welcome-to-demokrasi-how-erdogan-got-more-popular-than-ever 3. Political Science Research: <ol style="list-style-type: none"> a. Levitsky, Steven and Ziblatt, Daniel. <i>How Democracies Die</i>. (2018) New York: Crown. (chapters 1-7) b. <i>The Federalist Papers (1788) (Numbers 10, 51)</i> |
| February 12, 2019 | Populism and Authoritarianism (continued) | <ol style="list-style-type: none"> 1. Political Science Research: <ol style="list-style-type: none"> a. Gidron Noam and Hall Peter, "The Politics of Social Status: Economic and Cultural Roots of the Populist Right." <i>British Journal of Sociology</i> 68 (2017):57-84. b. 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. |

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| February 19, 2019 | Climate Change | <ol style="list-style-type: none"> 1. Background briefing: Daponte-Smith, Noah. "Climate change." Harvard University. 2019. 2. Application: Rich, Nathaniel. "Losing Earth: The decade we almost stopped climate change." <i>The New York Times</i>, 1 August 2018. (Available on course website) 3. Political Science Research: <ol style="list-style-type: none"> a. Hardin, Garrett. "The Tragedy of the Commons." <i>Science</i> 162.3859 (1968): 1243-1248. b. Caney, Simon. "Cosmopolitan justice, responsibility, and global climate change," <i>Leiden Journal of International Law</i> 18 (2005): 747-775 |
| February 26, 2019 | Climate Change (continued) | <ol style="list-style-type: none"> 1. Political Science Research: <ol style="list-style-type: none"> a. Ostrom, Elinor, <i>Governing the Commons</i>. (2015) New York: Cambridge. (chapter 3) b. Axelrod, Robert. <i>The Evolution of Cooperation: Revised Edition</i>. (2006) New York: Basic. (chapters 1-4) |
| March 5, 2019 | Climate change (continued) | <ol style="list-style-type: none"> 1. Political Science Research: <ol style="list-style-type: none"> a. Putnam, Robert D. "Diplomacy and domestic politics: the logic of two-level games." <i>International organization</i> 42.3 (1988): 427-460. b. Tingley, Dustin, and Michael Tomz. "Conditional cooperation and climate change." <i>Comparative Political Studies</i> 47.3 (2014): 344-368. |
| March 12, 2019 | Immigration and Diversity | <ol style="list-style-type: none"> 1. Background briefing: Daponte-Smith, Noah. "Immigration and diversity." Harvard University. 2019. 2. Application: Pidd, Helen, "'A time bomb': how social tensions are rising in a corner of northern England." <i>The Guardian</i>. 3 November 2018. https://www.theguardian.com/uk-news/2018/nov/03/roma-tire-shouldering-blame-boiling-pot-communities 3. Political Science Research: <ol style="list-style-type: none"> a. Mill, John Stuart. <i>On Liberty</i>. 1859.(Chapter 3) b. 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. c. Page, Scott. "Why we need more diversity to solve complex problems." European Central Bank (2017). Available: https://www.youtube.com/watch?v=2GYOx1PF3Bc |
| March 19, 2019 | Spring Break | Leisurely reading of your choice (don't take yourself too seriously, you're only young once). |
| March 26, 2019 | Immigration and Diversity (continued) | <ol style="list-style-type: none"> 1. Political Science Research: <ol style="list-style-type: none"> a. Enos, Ryan D. <i>The space between us: Social geography and politics</i>. New York: Cambridge University Press (2017). (Chapter 5) |

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| | | <p>b. Lay, Celeste J. <i>A Midwestern Mosaic: Immigration and Political Socialization in Rural America</i> Philadelphia: Temple University Press (2012) (Chapters 2 and 5)</p> |
| April 2, 2019 | Immigration and Diversity (continued) | <p>1. Political Science Research:</p> <p>a. Posner, Daniel N. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi." <i>American Political Science Review</i> 98.4 (2004): 529-545.</p> <p>b. Charnysh, Volha, Christopher Lucas, and Prerna Singh. "The ties that bind: National identity salience and pro-social behavior toward the ethnic other." <i>Comparative Political Studies</i> 48.3 (2015): 267-300.</p> |
| April 9, 2019 | Control of Information | <p>1. Background briefing: Daponte-Smith, Noah. "Control of information." Harvard University. 2019.</p> <p>2. Application: Osnos, Evan. <i>Age of Ambition: Chasing Fortune, Truth, and Faith in the New China</i>. New York: Farrar, Straus and Girou (2014). (Available on course website)</p> <p>3. Political Science Research:</p> <p>a. Roberts, Margaret E., <i>Censored: Distraction and Diversion Inside China's Great Firewall</i>. Princeton, NJ: Princeton University Press, 2018. (Chapters 1 and 2)</p> <p>b. Schumpeter, Joseph A. <i>Capitalism, socialism and democracy</i>. New York: Routledge, 1942. (chapter 21)</p> |
| April 16, 2018 | Control of Information (continued) | <p>1. Political Science Research:</p> <p>a. Roberts, (Chapters 3-8)</p> <p>b. Iyengar, Shanto, and Douglas S. Massey. "Scientific communication in a post-truth society." <i>Proceedings of the National Academy of Sciences</i> (2018): 201805868.</p> <p>c. Guess, Andrew, Jonathan Nagler, and Joshua Tucker. "Less than you think: Prevalence and predictors of fake news dissemination on Facebook." <i>Science Advances</i> 5.1 (2019): 4586.</p> |
| April 23, 2018 | Inequality | <p>1. Background briefing: Zhang, Helen Ye. "Inequality." Harvard University. 2019.</p> <p>2. Application: Mason, Sarah. "High score, low pay: why the gig economy loves gamification," <i>The Guardian</i>. 20 November 2018. https://www.theguardian.com/business/2018/nov/20/high-score-low-pay-gamification-lyft-uber-drivers-ride-hailing-gig-economy</p> <p>3. Political Science Research:</p> <p>a. Gilens, Martin, and Benjamin I. Page. "Testing theories of American politics: Elites, interest groups, and average citizens." <i>Perspectives on politics</i> 12.3 (2014): 564-581.</p> <p>b. Shapiro, Ian. "Why the poor don't soak the</p> |

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| | | <p>rich." <i>Daedalus</i> 131.1 (2002): 118-128.</p> <p>c. Ross, Michael. "Is democracy good for the poor?." <i>American Journal of Political Science</i> 50.4 (2006): 860-874.</p> |
| April 30, 2018 | Inequality (continued) and Conclusion | <p>1. Political Science Research</p> <p>a. 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>b. Sands, Melissa L. "Exposure to inequality affects support for redistribution." <i>Proceedings of the National Academy of Sciences</i> (2017): 201615010.</p> <p>c. 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> |