

# **POLI7903: American Institutions**

Spring 2022

Tuesdays, 1-3:50 p.m., 210 Stubbs

Dr. Anna Gunderson

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Office Hours: Mondays, 10 a.m.-12 p.m. or by appointment (<https://calendly.com/agunderson/30min>)

## **Course Description**

This course is a general survey of classic and recent research on major questions regarding American political institutions. The development of areas of research will be stressed, along with the theoretical frameworks dominant in substantive areas of inquiry. Students will be exposed both to classic works in the field as well as recent research animated by enduring questions in the study of US politics. The study of American political institutions is a vast topic, one that encompasses Congress, the president, the courts, and the bureaucracy at the national, local, *and* state level.

Several themes will run through these discussions, including authority and who wields it, especially within and among the branches of government; representation and what motivates it, including participation and institutional structures; the role of agendas in representation and power; and the tension between democracy and inequality. Most importantly, as we discuss these issues, we constantly will be assessing the evidence presented in the readings and reflecting on how we know what we claim to know about American politics.

The assignments are designed to habituate you to the norms of graduate school seminars and the best of professional life: come prepared, pitching to your highest, and humble in the recognition that, in most rooms, you are speaking casually about someone else's area of expertise. The assignments are likewise designed to prepare you to succeed in graduate school and socialize you to the tasks demanded by the profession.

## **Required Materials**

As part of the course, we will read both journal articles and books. All are listed below in the individual weeks, but these are books that we will read fully or excerpts of throughout the semester:

1. Gaventa, John. 1980. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Urbana: University of Illinois Press.
2. Arnold, Douglas. 1990. *The Logic of Congressional Action*. New Haven: Yale University Press.
3. Curry, James M., and Frances E. Lee. 2020. *The Limits of Party: Congress and Lawmaking in a Polarized Era*. Chicago: University of Chicago Press.
4. Neustadt, Richard. 1991. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Simon and Schuster.
5. Kousser, Thad, and Justin H. Phillips. 2012. *The power of American governors: Winning on budgets and losing on policy*. Cambridge: Cambridge University Press.
6. Rosenberg, Gerald. 2008. *The Hollow Hope*. Chicago: University of Chicago Press.
7. Krehbiel, Keith. 1998. *Pivotal Politics*. Chicago: University of Chicago Press.
8. Jardina, Ashley. 2019. *White Identity Politics*. New York, NY: Cambridge University Press.
9. Lipsky, Michael. 2010. *Street-level bureaucracy: Dilemmas of the individual in public service*. New York: Russell Sage Foundation.
10. Michener, Jamila. 2018. *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. New York: Cambridge University Press.

## Grading Policy

Participation & Discussion Facilitation	30% (120 points)
Article Review	10% (40 points)
Five-Point Memos	20% (20 points apiece, 80 total)
Research Proposal	30% (120 points)
Research Proposal Presentation	10% (40 points)
<b>Total: 100% (400 points)</b>	

30% of your grade is determined by your *in-class participation* and performance as a *discussion facilitator*. First, given that this is a graduate course, *participation* is essential: it's not just showing up! It is engaging with the readings thoughtfully and constructively. Your goal is to provide input independently and show that you read and considered the implications and importance of the class readings. This component is worth 10% of your grade. For the remaining 20%, you will be required to facilitate the discussion of **two** sessions throughout the semester (to be chosen in the first class; 40 points per facilitation). As a discussion leader, you will help guide the course, asking questions and providing thoughtful commentary on that week's readings. You will be expected to move the discussion forward and engage your fellow students with the material. In addition to your participation as a facilitator, you will need to write an approximate 5-page document on that week's **readings (due to me via email by 11:59 p.m. on the Monday before your session)** to prepare for the discussion: a) a summary of the readings (what did they seek to study, why, what did they find); b) implications of the readings (what do we know now that we didn't know before, and how does it inform what we have already read or discussed); c) a set of approximately 10 questions to pose to the class (big picture questions that provide fodder for our discussion); and d) new questions that arise out of these readings (what should be studied next). You may share these duties with another classmate, but you will be graded separately based on your preparedness; the quality of your memo; and your performance as discussion leader.

10% of your grade is determined by one *article review* that you will complete during the semester. If you intend to stay in academia, a key part of your professional life will be to complete peer reviews of others' work. Often, these reviews can be unhelpful or even rude! Therefore, it's important to learn how to write one of these constructively and helpfully. You will be asked to pick one week (when you are not a seminar leader) to write an article review of one of the articles we read. You will then write a 1–2-page review of the paper, pointing out its strengths and weaknesses and suggesting an outcome to the journal editor: accept, revise and resubmit, or reject. Reviews must be submitted prior to the start of class that week.

20% of your grade is determined by four *five-point memos* throughout the semester, due prior to the start of class. You should also plan on emailing a copy of the memo to the discussion leader that week. Each set of memos will receive a check-plus (full points), a check (about 18 points), or a check-minus (about 15 points). I will be grading them based on (1) your ability to explain the theory, (2) your ability to explain the method, and (3) your ability to build on the readings. These memos will each be about two pages and you will provide the following information:

1. A one-sentence summary of the article
2. A one-paragraph explanation of where this piece first in the literature
3. An explanation of the methodological approach
  - a. Dependent variable
  - b. Independent variable
  - c. Hypotheses
  - d. Underlying approach (observational, experimental, archival, etc.)
  - e. Method and model

4. A one-paragraph discussion of what the authors found
5. One way to build on the research moving forward. This can include a criticism of the piece, but if you choose to do that, you must also offer a way to fix the issue.

30% of your grade is determined by a 15–20-page *research proposal* due **May 10 by 11:59 p.m.** This paper is an original research paper, whereby you are expected to engage with the readings in this class and others, put forth an original argument, and provide some detail on how you may test your argument empirically (though you do not have to implement your research design). If you intend to work as an academic, developing interesting and clever research ideas is of the utmost importance. This paper is comprised of several elements: review the topic and link it to politics; describe the scholarly literature regarding this topic; put forth an original hypothesis on this topic; and suggest a possible research design to test this hypothesis (this can be qualitative or quantitative, or a mix of both). Note that you do not have to carry out this research design but provide a plausible way someone interested in your hypothesis could test it empirically. **10 points of the final grade is given to you by meeting with me PRIOR TO SPRING BREAK to discuss your proposed idea.** This will give you a sense of how to go forward, any concerns I may have, and what to consider as you finish the paper proposal.

Finally, 10% of your grade is a *conference-style presentation* on your final paper, 8-10 minutes, during our final class of the semester. You will present your final paper to your classmates following academic conference-style presentation structure, in which you briefly go over your topic, your argument, and your proposed research design. You must use presentation software like Beamer, PowerPoint, Keynote, or the like. Your classmates are then encouraged to ask you questions about your paper for approximately 5-10 minutes after the presentation.

## Grade Scales

At the end of the semester, I will consider “bump-ups” for students who are within 1% of the next highest final grade. In determining whether to grant a “bump-up”, I will consider demonstrated effort throughout the semester, improvement throughout the semester, engagement in the course (as demonstrated through attendance, attentiveness, and participation), communication with the instructor, and responsiveness to feedback. **There is no guaranteed rounding in this course.**

The final grades will be allocated according to the table below.

A+	97-100%
A	93-96.99%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	0-59.99%

## Grading Disputes and Questions

I will follow the 24-hour rule when it comes to the return of graded assignments. Students must wait a minimum of 24 hours after receiving a graded assignment before contacting me regarding their grade.

If a student disputes their grade, they must do so in writing within one week of the date that grades are made available to the class. When requesting reconsideration of a grade, you should provide a clear explanation as to why a different grade is in order. You should also indicate what grade you believe is appropriate for your work. When work is reviewed for a grade dispute, the grade may be left unchanged, raised, or lowered. All grade disputes are due in hard copy within one week of the date that grades are returned in class. Grade disputes will not be considered if submitted past the one-week statute of limitations.

## COVID-19 Policies and Concerns

COVID-19 has changed all our lives, and university life is no exception. I pledge to communicate promptly about any potential move to online education and any other changes that may be necessary as we move through the semester. If you need accommodations because of COVID-19, please let me know and I will work with you to ensure you are able to complete the course. For instance, if you are required to self-quarantine, please do so and let me know so we can establish a plan to complete the work necessary for the course. You may schedule a meeting with me anytime to go over any class material you have missed. For LSU policies on COVID-19, see: <https://lsu.edu/roadmap/>. *As much as possible, we will use precautionary steps to prevent the spread of COVID-19. For information on the COVID-19 vaccine and its benefits, see: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>. As of the beginning of Spring Semester 2022, LSU is requiring masks indoors and our classroom is no exception.*

## Mental Health and Other Services

We are all living through a traumatic, stressful, and isolating time. For many of us, the pandemic has created a wide range of mental health challenges or has worsened existing challenges. Sometimes it is difficult to even understand or fully realize when we are struggling with mental health challenges that are negatively impacting our lives. Please know that I am here to support you and I care about your well-being. If you need support, I highly encourage you to contact Mental Health Services (MHS) at LSU (<https://www.lsu.edu/shc/mental-health/mhshome.php>) and if you need accommodation, encouragement, or support, please let me know and I will help in any way possible.

Other services that you may need:

1. *If you need to talk to someone*, call or text 225-924-5781, ThePhone. ThePhone is a 24– hour crisis counseling and support line serving the students of LSU. Callers to the LSU line are connected to volunteer paraprofessional counselors trained in crisis intervention and suicide prevention.
2. *If you are experiencing a personal crisis*, contact MHS. MHS is located on the second floor of the LSU Student Health Center. LSU students may call MHS at 225-578-8774 to either set an appointment or to speak with the crisis counselor about their situation. Students experiencing a mental health crisis, may also come to MHS during office hours to meet face-to-face with a crisis counselor.
3. *If you are concerned about a friend at LSU*, contact LSU Cares. LSU CARES is a university initiative dedicated to the well-being of students and promotion of a community that cares about each of its members. To learn more or to report a student of concern, please contact LSU CARES at 225 578-4307.

4. *If you have experienced sexual violence, assault, harassment, or stalking*, see the Lighthouse Program at LSU (<https://www.lsu.edu/shc/wellness/the-lighthouse-program/index.php>) or the Office of Civil Rights and Title IX (<https://lsu.edu/support/>).

## Contacting Me

I am available by email Monday through Friday, 8 a.m. to 5 p.m. You are welcome to stop by my office, 208-B Stubbs Hall, if I am available, but an appointment is preferred. You can make an appointment via Calendly online here: <https://calendly.com/agunderson/30min>. You can also visit during my office hours, Mondays from 10 a.m. to 12 p.m. There is no guarantee I will respond to emails either in the evenings or on the weekends, so plan accordingly. A note on etiquette: please sign your emails with your name and include an appropriate salutation. (Hint: you can't go wrong with, "Hi, Dr. Gunderson.")

## During Class

I will begin the semester giving students the benefit of the doubt and allow laptops. However, I reserve the right to ban laptops at any point, should they prove to be a distraction or to disrupt to the operation of the course. Students should only use laptops to access course readings and take course notes. No phones are permitted. *Thank you for reading the syllabus! If you see this note before our first class, please send me an email with your favorite .gif (appropriate ones only, please) for four extra credit points. Note that your .gif may be shared in the first class.*

American politics centers on topics and issues about which people hold strong opinions. Opinions are more than ideas; they are deeply rooted in a person's values, beliefs, life experiences, and interests. We'll work together and hold each other accountable in respecting perspectives that differ from our own. I will be here to support you as you challenge your pre-existing opinions and beliefs about the world. It is critical that we maintain a socially, emotionally, and psychologically safe environment. While classroom debates will be something we fully embrace, disrespectful behavior and attitudes or personal attacks cannot be tolerated.

## Time Requirements

Please keep in mind the university's definition of work required for each credit hour: "not less than one hour (50 minutes) of lecture/classroom or direct faculty instruction and a minimum of two hours out-of-class student work across 15 weeks for one semester." Given that this is a 3-hour course, this means that students are expected to devote a total of 9 hours of work each week: 3 hours in the classroom and an additional 6 hours of course related work outside the classroom.

## Filming and Recording

You may not film or record this class without permission.

## Policies on Incomplete Grades and Late Assignments

You will be penalized for late assignments or missed exams unless the absence/delay is excused (whether due to illness, serious family emergency, participation in university events, religious holidays, etc., but must be cleared with me). The penalty for unexcused late assignments is ten percentage points per day BUT I am flexible if you talk to me ahead of time. Extensions may be made on a case-by-case basis to accommodate unexpected difficulties.

## Academic Integrity and Honesty

Plagiarism is not tolerated and will result in disciplinary action. The LSU Code of Student conduct defines plagiarism as “the unacknowledged inclusion, in work submitted for credit, of someone else's words, ideas, or data.” Please review the University's guidelines on plagiarism here:

[https://www.lsu.edu/hss/english/university\\_writing/faculty\\_resources/policies\\_and\\_procedures/plagiarism.php](https://www.lsu.edu/hss/english/university_writing/faculty_resources/policies_and_procedures/plagiarism.php) and the guidelines on academic integrity here: <https://www.lsu.edu/saa/students/academicintegrity/index.php>.

Examples of academic dishonesty include, but are not limited to cheating on exams, plagiarizing, buying or selling assignments, altering grades, intentional deception, and collaborating with others without permission. I reserve the right to investigate when I suspect a violation of any of these policies. All violations of the university's academic conduct policies are turned over to the Dean of Students.

## Accommodations for Disabilities

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the beginning of the semester to discuss any such accommodations for this course. To have any accommodations met, you must be registered with the LSU Office of Disability Services, located in 124 Johnston Hall. They can be reached at 225-578-5919. More information on registering and accommodation is available on the ODS website here:

<https://www.lsu.edu/disability/>.

## Weekly Schedule

*The schedule is tentative and subject to change. Always check Moodle for the most recent version.*

<p>Tuesday, January 18, 2022</p>	<p>Syllabus Day (<b>CLASS CANCELLED</b>)</p>
<p>Tuesday, January 25, 2022</p>	<p>American Liberalism, Power, and Organizing Features of American Politics</p> <ul style="list-style-type: none"> <li>- Gaventa, John. 1980. <i>Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley</i>. Urbana: University of Illinois Press. <b>Chapters 1, 6, 7, 10.</b></li> <li>- Bachrach, Peter, and Morton S. Baratz. 1962. “The Two Faces of Power.” <i>American Political Science Review</i> 56: 947-955.</li> <li>- Jeff Smith, “In Ferguson, Black Town, White Power.” <a href="https://www.nytimes.com/2014/08/18/opinion/in-ferguson-black-town-white-power.html? r=0">https://www.nytimes.com/2014/08/18/opinion/in-ferguson-black-town-white-power.html? r=0</a></li> <li>- McClain, Paula D., Gloria Y.A. Ayee, Taneisha N. Means, Alicia M. Reyes-Barriénte, and Nura A. Sediqe. "Race, Power, and Knowledge: Tracing the Roots of Exclusion in the Development of Political Science in the United States." <i>Politics, Groups, and Identities</i> 4, no. 3 (2016): 467-482.</li> </ul>

<p>Tuesday, February 1, 2022</p>	<p>Legislatures: Congress</p> <ul style="list-style-type: none"> <li>- Arnold, Douglas. 1990. <i>The Logic of Congressional Action</i>. New Haven: Yale University Press. <b>Chapters 1-4, 10.</b></li> <li>- Curry, James M., and Frances E. Lee. 2020. <i>The Limits of Party: Congress and Lawmaking in a Polarized Era</i>. Chicago: University of Chicago Press. <b>Chapters 1-4, 6-7.</b></li> </ul>
<p>Tuesday, February 8, 2022</p>	<p>Legislatures: State Legislatures and City Councils (<b>Sydney</b>)</p> <ul style="list-style-type: none"> <li>- Trounstine, Jessica. 2016. "Segregation and Inequality in Public Goods." <i>American Journal of Political Science</i> 60 (3): 709-725.</li> <li>- Trounstine, Jessica. 2009. "All Politics is Local: The Reemergence of the Study of City Politics." <i>Perspectives on Politics</i> 7(3), 611-618.</li> <li>- Sances, Michael and Hye Young You. 2017. "Who Pays for Government? Descriptive Representation and Exploitative Revenue Sources." <i>Journal of Politics</i> 79(3): 1090-1094.</li> <li>- de Benedictis-Kessner, Justin, and Christopher Warshaw. 2020. "Politics in Forgotten Governments: The Partisan Composition of County Legislatures and County Fiscal Policies." <i>The Journal of Politics</i> 82 (2): 460-475.</li> <li>- Browning, Rufus P., Dale Rogers Marshall, &amp; David H. Tabb. 1986. Protest is not Enough: A Theory of Political Incorporation. <i>PS: Political Science &amp; Politics</i> 19(3), 576-581.</li> </ul>
<p>Tuesday, February 15, 2022</p>	<p>Executives: Presidents (<b>Hogr</b>)</p> <ul style="list-style-type: none"> <li>- Neustadt, Richard. 1991. <i>Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan</i>. Simon and Schuster. <b>Chapters 1-4.</b></li> <li>- Lowande, Kenneth, and Jon C. Rogowski. 2021. "Presidential Unilateral Power." <i>Annual Review of Political Science</i>. 24: 21-43.</li> <li>- Canes-Wrone, Brandice, William G. Howell, and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Re-Evaluation of the Two Presidencies Thesis." <i>Journal of Politics</i> 70(1):1-16.</li> <li>- Bolton, Alexander, and Sharece Thrower. 2016. "Legislative Capacity and Executive Unilateralism." <i>American Journal of Political Science</i> 60(3): 649-663</li> </ul>

Tuesday, February 22, 2022	<p>Executives: Governors and Mayors (<b>Sydney</b>)</p> <ul style="list-style-type: none"> <li>- Holman, Mirya R. 2014. "Sex and the City: Female Leaders and Spending on Social Welfare Programs in US Municipalities." <i>Journal of Urban Affairs</i> 36 (4): 701-715.</li> <li>- de Benedictis-Kessner, Justin, and Christopher Warshaw. 2016. "Mayoral Partisanship and Municipal Fiscal Policy." <i>The Journal of Politics</i> 78 (4): 1124-1138.</li> <li>- de Benedictis-Kessner, Justin. 2020. "Strategic Government Communication about Performance." <i>Political Science Research and Methods</i>. 1-16.</li> <li>- Gerber, Elisabeth, and Daniel J. Hopkins. 2011. "When Mayors Matter: Estimating the Impact of Mayoral Partisanship on City Policy." <i>American Journal of Political Science</i>. 55(2): 326-39.</li> <li>- Kousser, Thad, and Justin H. Phillips. 2012. <i>The Power of American Governors: Winning on Budgets and Losing on Policy</i>. Cambridge: Cambridge University Press. <b>Chapters 1, 2, 9.</b></li> </ul>
Tuesday, March 1, 2022	<i>No Class – Mardi Gras Holiday</i>
Tuesday, March 8, 2022	<p>The Bureaucracy (<b>Jie</b>)</p> <ul style="list-style-type: none"> <li>- McCubbins, Mathew, and Thomas Schwarz. 1984. "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms." <i>American Journal of Political Science</i> 28:165-79.</li> <li>- McCubbins, Mathew, Roger Noll, and Barry Weingast. 1987. "Administrative Procedures as Instruments of Political Control." <i>Journal of Law, Economics, and Organization</i> 3:243-77.</li> <li>- Lowande, Kenneth and Rachel Augustine Potter. 2021. "Congressional Oversight Revisited: Politics and Procedure in Agency Rulemaking." <i>Journal of Politics</i> 83(1): 401-408.</li> <li>- Kinane, Christina M. 2021. "Control without Confirmation: The Politics of Vacancies in Presidential Appointments." <i>American Political Science Review</i>, Forthcoming.</li> <li>- Libgober, Brian. 2020. "Meetings, Comments, and the Distributive Politics of Rulemaking." <i>Quarterly Journal of Political Science</i> 15:1-33.</li> </ul>
Tuesday, March 15, 2022	<i>No Class – Spring Break</i>



<p>Tuesday, March 22, 2022</p>	<p>Courts: The Supreme Court (<b>Zachary, Hogr</b>)</p> <ul style="list-style-type: none"> <li>- Segal, Jeffrey A., Lee Epstein, Charles M. Cameron, and Harold J. Spaeth. 1995. "Ideological Values and the Votes of US Supreme Court Justices Revisited." <i>The Journal of Politics</i> 57 (3): 812-823.</li> <li>- Rosenberg, Gerald. 2008. <i>The Hollow Hope</i>. Chicago: University of Chicago Press. <b>Chapter 1 and Civil Rights section.</b></li> <li>- Clark, Tom S., and Benjamin Lauderdale. 2010. "Locating Supreme Court Opinions in Doctrine Space." <i>American Journal of Political Science</i> 54 (4): 871-890.</li> <li>- Bonica, Adam, and Maya Sen. 2021. "Estimating Judicial Ideology." <i>Journal of Economic Perspectives</i> 35 (1): 97-118.</li> <li>- Wedeking, Justin. 2010. "Supreme Court Litigants and Strategic Framing." <i>American Journal of Political Science</i> 54 (3): 617-631.</li> </ul>
<p>Tuesday, March 29, 2022</p>	<p>Courts: State, Local, and Lower-Level Courts (<b>Jie</b>)</p> <ul style="list-style-type: none"> <li>- Zorn, Christopher, and Jennifer Bowie. 2010. "Ideological Influences on Decision Making in the Federal Judicial Hierarchy: An Empirical Assessment." <i>Journal of Politics</i> 72: 1212-1221.</li> <li>- Kastellec, Jonathan P. "Racial Diversity and Judicial Influence on Appellate Courts." <i>American Journal of Political Science</i> 57, no. 1 (2013): 167-183.</li> <li>- Boyd, Christina L. 2016. "Representation on the Courts? The Effects of Trial Judges' Sex and Race." <i>Political Research Quarterly</i> 69 (4): 788-799.</li> <li>- Hinkle, Rachael K. 2015. "Into the Words: Using Statutory Text to Explore the Impact of Federal Courts on State Policy Diffusion." <i>American Journal of Political Science</i> 59 (4): 1002-1021.</li> <li>- Hinkle, Rachael K., Michael J. Nelson, and Morgan LW Hazelton. 2020. "Deferring, Deliberating, or Dodging Review: Explaining Counterjudge Success in the US Courts of Appeals." <i>Journal of Law and Courts</i> 8 (2): 277-300.</li> </ul>
<p>Tuesday, April 5, 2022</p>	<p>Separation of Powers (<b>Sean</b>)</p> <ul style="list-style-type: none"> <li>- Krehbiel, Keith. 1998. <i>Pivotal Politics</i>. Chicago: University of Chicago Press. <b>Chapters 1 and 2.</b></li> <li>- Binder, Sarah A. 1999. "The Dynamics of Legislative Gridlock, 1947-96." <i>American Political Science Review</i> 93 (3):519-534.</li> <li>- Christenson, Dino, and Doug Kriner. 2017. "Mobilizing the Public Against the President: Congress and the Political Costs of Unilateral Action." <i>American Journal of Political Science</i> 61(4): 769-785.</li> <li>- Braman, Eileen. 2021. "Thinking about Government Authority: Constitutional Rules and Political Context in Citizens' Assessments of Judicial, Legislative, and Executive Action." <i>American Journal of Political Science</i> 65(2): 389-404.</li> </ul>

<p>Tuesday, April 12, 2022</p>	<p>Race, Gender, and Intersectionality</p> <ul style="list-style-type: none"> <li>- Jardina, Ashley. 2019. <i>White Identity Politics</i>. New York, NY: Cambridge University Press. <b>Chapters 2 and 8.</b></li> <li>- Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." <i>Journal of Politics</i> 68 (4): 894-910.</li> <li>- Anzia, Sarah F., and Christopher R. Berry. 2011. "The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?" <i>American Journal of Political Science</i> 55: 478-493.</li> <li>- Schneider, Anne and Ingram, Helen. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." <i>American Political Science Review</i> 87(2):334-47</li> <li>- Smith, Candis Watts, Rebecca J. Kreitzer, and Feiya Suo. 2020. "The Dynamics of Racial resentment Across the 50 US States." <i>Perspectives on Politics</i> 18 (2): 527-538.</li> </ul>
<p>Tuesday, April 19, 2022</p>	<p>Interest Groups, Representation, and Lobbying (<b>Sean</b>)</p> <ul style="list-style-type: none"> <li>- Hall, Richard L., and Alan V. Deardorff. 2006. "Lobbying as Legislative Subsidy." <i>American Political Science Review</i> 100(1): 69-84.</li> <li>- Li, Zhao. 2018. "How Internal Constraints Shape Interest Group Activities: Evidence from Access-Seeking PACs." <i>American Political Science Review</i> 112(4): 792-808.</li> <li>- Anzia, Sarah F. 2019. "When Does a Group of Citizens Influence Policy? Evidence from Senior Citizen Participation in City Politics." <i>Journal of Politics</i> 81(1): 1-14.</li> <li>- Crosson, Jesse M., Alexander C. Furnas, and Geoffrey M. Lorenz. 2020. "Polarized Pluralism: Organizational Preferences and Biases in the American Pressure System." <i>American Political Science Review</i> 114(4): 1117-1137</li> <li>- Walker, Jack L. 1983. "The Origins and Maintenance of Interest Groups in America." <i>American Political Science Review</i> 77:390-406.</li> <li>- Lowery, David and Virginia Gray. 1995. "The Population Ecology of Gucci Gulch, or the Natural Regulation of Interest Group Numbers in the American States." <i>American Journal of Political Science</i>. 39: 1-29.</li> </ul>
<p>Tuesday, April 26, 2022</p>	<p>Public Policy and Federalism (<b>Zachary</b>)</p> <ul style="list-style-type: none"> <li>- Lipsky, Michael. 2010. <i>Street-Level Bureaucracy: Dilemmas of the Individual in Public Service</i>. New York: Russell Sage Foundation. <b>Chapters 1 and 2.</b></li> <li>- Michener, Jamila. 2018. <i>Fragmented Democracy: Medicaid, Federalism, and Unequal Politics</i>. New York: Cambridge University Press. <b>Chapters 1, 2, 8.</b></li> <li>- Kelly, Nathan J., and Christopher Witko. 2012. "Federalism and American Inequality." <i>Journal of Politics</i> 74: 414-426.</li> <li>- de Benedictis-Kessner, Justin, and Christopher Warshaw. 2020. "Accountability for the Local Economy at all Levels of Government in United States lectures." <i>American Political Science Review</i> 114 (3): 660-676.</li> </ul>

Tuesday, May 3, 2022	<i>Presentations</i>
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