

INTRODUCTION TO POLITICAL SCIENCE (POL-101-01) SPRING 2020

Classroom: HSSC N2110
Time: Monday, Wednesday, Friday, 8:00pm – 8:50pm

Professor Nicholas Barnes
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Office Hours: Wednesdays, 4:00pm – 6:00pm, Fridays, 1:00pm – 3:00pm
Sign up for office hours here: <https://nicholasbarnes.youcanbook.me>

COURSE OVERVIEW

This course provides an introduction to the discipline of political science. Its aims for students are threefold: 1) to learn about the primary questions that interest political scientists; 2) to develop an understanding of some of the major theories that answer these questions; and 3) to become familiar with the various ways that political scientists evaluate the validity and strength of their theories.

Political science consists of four separate subfields: political theory, American politics, international relations, and comparative politics. Although there is significant overlap, each subfield represents a distinct tradition within the larger discipline. Political theory, the oldest subfield, is interested in questions like: what is power? How is it exercised? How should it be exercised? What is a just society? What accounts for the formation of nation-states? American politics focuses on the political processes and institutions of the United States by asking questions like: What explains electoral behavior and electoral results? What shapes the preferences of voters? How do different populations within the United States participate in and experience politics differently? And how democratic is the United States constitution? International relations is the study of relations between nation-states. Scholars of this sub-field ask: Why do states go to war? What explains the spread of human rights across the globe? What is the role of international organizations and social movements in the international realm? Finally, scholars of comparative politics focus on the politics within non-U.S. countries. They ask questions like: why are some countries democratic? Why does democracy erode and how can it be protected? How do citizens within authoritarian regimes participate in politics? And why do some countries experience civil wars? This course will expose students to research in each of the subfields. Although political scientists can work across these subfields, they usually specialize in just one. I am a comparativist. My research focuses on violence and poverty within Latin American countries, specifically Brazil.

The course is organized into six major themes which cut across the subfields: power, ideology, states and nations, regimes, political participation, and institutions. We will explore the big questions for each of these themes and the major theories and perspectives that political scientists have developed to answer those questions. Along the way, we will explore *how* political scientists answer those questions by exposing students a variety of analytical approaches and methods, including ethnography, case studies, experiments, game theory, and surveys among others.

Course Goals

1. To introduce students to the concepts, theories, and methods used in political science.
2. To develop critical thinking and reading skills in the political scientific literature.
3. To write and speak intelligently and persuasively about political phenomena.
4. To develop an interest and curiosity for topics in higher level political science courses.

COURSE COMPONENTS AND EVALUATION

Attendance and Participation

Attendance is required and participation is expected. I expect everyone to come to class having read *all* the required readings, be prepared to share their opinions, and seeking to actively engage with your fellow students. The in-class portion of the course is essential to understanding many of the more complex and nuanced arguments from the readings and is an opportunity for students to formulate and present some of their own ideas regarding the material. Also, be prepared to be involved in small group discussions as well as other active and dialogue-based learning.

A few basic ground rules:

- It is essential that the classroom remain a safe zone for all students regardless of sex, age, race, ethnic background, religion, sexual and political orientation, ability or disability.
- I expect you all to promote an active learning environment in the classroom by supporting each other intellectually, asking questions (of me and your fellow students), and by being respectful and patient.
- When you speak, remember that you are in dialogue not just with me, but with the entire class. Speak and listen to your classmates.

Attendance and participation will be 25% of your final grade. To get all 25% you must attend all meetings of the course and fully participate in discussion and group activities. The bar for participation is not high—I should observe that you are fully engaged with the material and making comments and/or questions during most of the scheduled classes.

UNEXCUSED ABSENCES: Each student is allowed one unexcused absence per semester. Each further unexcused absence will result in a penalty of 2% from the course grade. Any more than four unexcused absences will result in a zero participation grade. If you feel a future or ongoing absence ought to be excused, you must communicate that to me at least 24 hours before the class meets. Athletes and students with accommodations must also bring me documentation in advance of the absence. Late notification is appreciated but will not be accommodated.

Quizzes

Over the course of the semester, there will be six in-class quizzes. They will take no more than 5 minutes and will be completed at the beginning of class. If you are late to any of these classes, you will receive a 0 for that quiz. Your lowest quiz score will be dropped. You can take the quizzes on your cell phones or your computers through PWeb. Download the app and have it open and ready for the first quiz. The questions are designed to be easy and to reward students who remain engaged with the class and occasionally review past classes. Questions may cover any reading, lecture, or class discussion from the beginning of semester.

Quiz schedule: 2/7, 2/19, 3/9, 4/8, 4/20, 4/29

Assignments

There will be five written assignments over the course of the semester. They will give you the opportunity to demonstrate your knowledge of the readings and apply some of the concepts, theories, and methods to specific cases or prompts. Assignments are due before the beginning of class on the dates listed below. Due dates can also be found in the course schedule. Each assignment should be no more than 500 words unless otherwise noted. I will grade these assignments anonymously so please do not put your name on any of these documents. More information for each assignment will be available on PWeb.

EXTENSIONS: You have one 24 hour extension which you may use on any of the written assignments, except the final paper. You do not need advanced permission to use your extension, but it is your responsibility to tell me if you wish to apply the extension to a graded assignment. Further extensions will not be granted. Your extension will be exhausted in its entirety even if you did not use all 24 hours. Once your extension has been exhausted, any further late submissions will result in a penalty of 0.5% of the course grade for every hour the paper is late.

Assignment #1 (due 2/10): Who runs Grinnell College? Script a conversation in which Bachrach/Baratz and Lukes argue about how to answer the question. (Worth 5%)

Assignment #2 (due 2/26): Bernie Sanders and Elizabeth Warren are both considered the most leftist of the Democratic candidates running for President. Find their campaign websites. What is socialist about them, specifically? Make sure you provide evidence (campaign policies and/or language) found *only* on their websites to support your answers. (Worth 5%)

or

Find President Trump's campaign website. By only looking at his website, evaluate whether or not he is a conservative. What are the ways that Trump can be considered a conservative? What are the ways he is not? In your answer, you should refer to specific conservative principles and defend your answer using the policies and language from *only* the website. (Worth 5%)

Assignment #3 (due 3/4): Muller and his critics reach very different conclusions. How do their assumptions about the world lead them to different conclusions? How do you think Tilly, Herbst, or A. Marx (choose only ONE) would respond to this debate and why? (Worth 10%)

Assignment #4 (due 3/13): Assess the following statement: "In terms of international relations theories, liberalism is more useful than realism for understanding President Obama's 2017 State of the Union." (Worth 5%)

Assignment #5 (due 4/10): Students will employ data from [Polity](#) to produce visual answers to the following questions: How does your country compare to the rest of its region? How has its regime changed over past several decades? (Worth 10%)

Final Paper and Presentation

Using your knowledge from the last two sections of the course (*Political Participation and Institutions*), propose two amendments to the constitution of a country of your choice that you think would improve its citizens' experience of government. Students will pair with a classmate and jointly make an 8-10 minute in-class presentation and submit one paper which details your amendments, why they would improve citizen-government relations, and assesses their feasibility (1,500 word limit).

Evaluation

Grade Breakdown:

| | |
|------------------------------|------------------------------------|
| Attendance and Participation | 25% |
| Quizzes | 10% (2% for 5 highest quiz scores) |
| Assignments | 35% |
| Final Paper | 25% |
| Presentation | 5% |

CLASS POLICIES

Technology

The use of laptops, cell phones, and other electronic devices will NOT be allowed during class time *except* during quizzes or group work. If you have an overriding reason why you need to be able to use these technologies during class, come talk to me (see Accommodations below).

Communication

How should you communicate with me? The best way for me to answer your questions and provide you guidance in this course is in my OFFICE HOURS. Please come to them! You can sign up here: For administrative concerns and simple clarifying questions, you can also e-mail me. I will try to respond to any e-mails within 24 hours during the week but do not expect me to respond to e-mails over the weekend. If you are wondering how to write appropriate and professional emails, check these websites out for some guidance: [here](#) and [here](#).

Academic Integrity

You must maintain academic integrity at all times. Plagiarism and cheating are the most serious academic crimes you can commit, and I will pursue any infringements seriously and actively. I also employ anti-plagiarism software for all of the written documents you will be submitting. Please read carefully the provisions of "Academic Honesty: Scholarly Integrity, Collaboration, and the Ethical Use of Sources at Grinnell College," available [here](#). Make certain you understand and adhere to them. Ask me to clarify any questions you have.

Accessibility and Accommodations Statement

I strive to create a fully inclusive classroom, thus I welcome individual students to approach me about distinctive learning needs. Please inform me early in the term if you have a documented disability, including invisible disabilities such as chronic illness, learning disabilities, and/or psychiatric disabilities to discuss appropriate accommodations with me. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Student Disability Resources, John Hirschman, located on the 3rd floor of the Goodnow Hall (x3089). Please feel free to speak with me after class or during office hours about these issues.

READINGS AND MATERIALS

- There are no textbooks or readings to purchase. All of the readings are available on PWeb.
- Download [BB Student](#) for in-class quizzes on your phone. You do not need these apps if you intend to use a laptop for in-class quizzes.
- Download [Tableau](#) for the data visualization assignment. You should get a free one year license.

COURSE SCHEDULE

PART 1 – POLITICAL SCIENCE AND THE STUDY OF POWER

Wednesday, January 22: Introduction

Friday, January 24: What is politics?

Shively, W. Phillips. 2009. *Power and Choice: An Introduction to Political Science*. 12th ed. New York: McGraw-Hill. Chapter 1.

Monday, January 27: What is Political Science?

King, G., Keohane, R. O., and S. Verba. 1994. "The Science in Social Science." *Designing Social Inquiry*. Princeton: Princeton University Press. Sections 1.1.2-1.1.3.

Wednesday, January 29: How scientific is Political Science?

Zuckerman, A. S. 1991. "The Point of Departure." In *Doing Political Science*. Boulder: Westview Press. Pgs. 1-14.

Gutting, G. 2012. "How Reliable Are the Social Sciences?" *The New York Times*. 17 May. [Link](#).

Friday, January 31: The Two Faces of Power

Bachrach, P., and M. S Baratz. 1962. "Two Faces of Power." *American Political Science Review* 56(4): 947-953.

Monday, February 3: The Third Face of Power

Lukes, S. 1974. *Power: A Radical View*. London: Macmillan: pgs. 25-29 & 44-48. On pg. 44 start at "I can see no reason..."

Wednesday, February 5: NO CLASS

PART 2 – IDEOLOGIES

Friday, February 7: Liberalism

*****Quiz #1*****

Locke, J. The Second Treatise of Civil Government, 1690. Chapter IX.

Monday, February 10: Conservatism

*****Assignment #1 due*****

Burke, E. 1890. *Reflections on the Revolution in France*. Pgs. 183-7.

Wednesday, February 12: Modern Day Conservatism

Williamson, V., T. Skocpol, and J. Coggin. “The Tea Party and the Remaking of Republican Conservatism.” *Perspectives on Politics* 9(1): 25–43.

Friday, February 14: Socialism

Marx, K. and F. Engels. 1848. *Manifesto of the Communist Party*. (excerpt)

Sunkara, B. (Ed.). 2016. *The ABCs of Socialism*. London ; Brooklyn, NY: Verso. [Link](#).

Monday, February 17: Anarchism

Wolff, R. P. 1970. *In Defense of Anarchism*. University of California Press. Pgs. 12-14 (Part II.1 & II.2).

Scott, J. C. 2012. *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*. Princeton University Press. Pgs. 1-5 & 76-83.

PART 3 – STATES AND NATIONS

Wednesday, February 19: The Origins of States

*****Quiz #2*****

Tilly, C. 1985. “War Making and State Making as Organized Crime,” in *Bringing the State Back In*, edited by P. Evans, D. Rueschemeyer, and T. Skocpol. Cambridge: Cambridge University Press. Pgs. 169–87 (skip pp. 176-180).

Friday, February 21: States in History

Herbst, J. I. 2000. *States and Power in Africa*. Princeton, NJ: Princeton University Press. Pgs. 11-27.

Monday, February 24: States, Nations, and Race

Marx, A. 1996. "Race making and the nation-state." *World Politics* 48(2): 180-208. (just read through page 200)

Wednesday, February 26: Seeing like a State

Assignment #2 due

Scott, J. C. 1998. *Seeing Like a State*. New Haven, CT: Yale University Press. Introduction and Chapter 3.

Friday, February 28: Nations and Nationalism

Anderson, B. 1996. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. Pgs. 6-7 and 44-46.

Muller, J. Z. 2008. "Us and Them." *Foreign Affairs* 87(2): 18-35.
Read responses to Muller from Habyarimana et al., Rosecrance & Stein, and Muller's own response.

Monday, March 2: Relations between States

Hardin, G. 1968. "The Tragedy of the Commons." *Science* 162(3859): 1243-48.

Wednesday, March 4: Anarchy and Realism

Assignment #3 due

Mearsheimer, J. J. 2001. *The Tragedy of Great Power Politics*. 1st ed. New York: Norton. Chapter 5.

Walt, K. 2012. "Why Iran Should Get the Bomb." *Foreign Affairs*. June 15. [Link](#).

Friday, March 6: Liberal Institutionalism

Deudney, D. and G. J. Ikenberry. 2018. "Liberal World." *Foreign Affairs*. June 14. [Link](#).

Keohane, R. O. 1998. "International Institutions: Can Interdependence Work?" *Foreign Policy* 110: 82-94.

Monday, March 9: Constructivism and Global Civil Society

Quiz #3

Keck, M. E. and K. Sikkink. 1999. "Transnational Advocacy Networks in International and Regional Politics." *International Social Science Journal* 51(159): 89-101.

Dyson, S. B. 2015. *Otherworldly Politics: The International Relations of Star Trek, Game of Thrones, and Battlestar Galactica*, pp. 66-76.

PART 4 – REGIMES

Wednesday, March 11: Democracy as a Concept

Collier, D. and S. Levitsky. 1997. “Democracy with Adjectives: Conceptual Innovation in Comparative Research,” *World Politics* 49(3): 430-451.

Friday, March 13: Varieties of Authoritarianism

*****Assignment #4 due*****

J. Linz and A. Stepan. 1997. *Problems of Democratic Transition and Consolidation*. Baltimore: Johns Hopkins University Press. Pgs. 5-15 and 38-54.

SPRING BREAK

Monday, March 30: Visit to Burling Library

Wednesday, April 1: Visit to Data Analysis and Social Inquiry Lab (DASIL)

Tableau Visualization Tutorial

Friday, April 3: Democratization

Levitsky, S. and L. A. Way. 2002. “The Rise of Competitive Authoritarianism.” *Journal of Democracy* 13: 51-65.

Monday, April 6: Democratic Erosion

Levitsky, S. and D. Ziblatt. 2018. *How Democracies Die*. New York: Crown. Chapter 1.

PART 5 – POLITICAL PARTICIPATION

Wednesday, April 8: Civil Society

*****Quiz #4*****

Putnam, R. 1995. “Bowling Alone.” *Journal of Democracy* 6: 65-78.

Berman, S. 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49: 401-429. (excerpt)

Friday, April 10: Political Participation in Marginalized Communities

Assignment #5 due

Weaver, V. M., and A. E. Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-33.

Monday, April 13: Clientelism

Auyero, J. 2000. "The Logic of Clientelism in Argentina: An Ethnographic Account." *Latin American Research Review* 35(3): 55-81. (excerpt)

Wednesday, April 15: Voting and Social Pressure

Gerber, A. S., D. P. Green, and C. W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102(01): 33-48.

Friday, April 17: Voting and Interests

Cramer, K. 2012. "Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective." *American Political Science Review* 106(3): 517-32.

Menand, Louis. 2004. "The Unpolitical Animal: How Political Science Understands Voters." *The New Yorker*. August 30. [Link](#).

Monday, April 20: Social Movements

Quiz #5

Gladwell, M. 2010. "Small Change: Why the Revolution Will Not Be Tweeted." *The New Yorker*. October 4. [Link](#).

Skocpol, T. 2013. "Why the Tea Party Isn't Going Anywhere." *The Atlantic*. December 26. [Link](#).

PART 6 – INSTITUTIONS

Wednesday, April 22: Electoral Institutions

Blais, A. 1988. "The classification of electoral systems." *European Journal of Political Research* 16: 99-110.

Friday, April 24: Eliminating the Electoral College

C-SPAN 2. 2004. *Eliminating the Electoral College: Lecture by George Edwards*. Texas A&M University. [Link](#). (44 minutes. Start at 7 mins).

Monday, April 27: The Judiciary

Dahl, R. A. 1957. "Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker." *Journal of Public Law* 6: 279-295.

Wednesday, April 29: Informal Institutions

*****Quiz # 6*****

Helmke, G., and S. Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2(4): 725-740.

Friday, May 1: In-class Presentations

Monday, May 4: In-class Presentations

Wednesday, May 6: In-class Presentations

Friday, May 8: Peer Review Tutorial

*****Bring Draft of Final Paper to Class*****

Monday, May 11:

*****FINAL PAPER DUE*****