

**Power, Politics, and Democracy in America**  
Political Science 201  
Williams College

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Schapiro 229, x2418  
W 10-11:30, F 1-2:30, and by appointment

Fall 2018  
MR 1:10-2:25  
Griffin 6

**Description.**

How does the American political system operate? What sorts of dynamics illuminate its intricacies, epitomize its challenges, and explain its outputs? This course provides an introduction to American political ideas, institutions, behaviors, and processes. Topics include (among other things) the Constitution, political culture, Congress, the presidency, mass media, civic participation, and public policy. Although we will cover the “nuts and bolts” of American government, our focus is less civics than political science, our task less memorizing names and dates than analyzing and interpreting political phenomena.

**Objectives.**

**Thinking Politically.** Above all else, politics is about *power*—who wants it, who has it, how they get it, and what they do, could do, and should do with it. As such, to think politically is to think in terms of the sources, distribution, manifestations, uses, abuses, limitations, and ramifications of power. With the political fight over and exercise of power as our overarching theme, we will examine structures and rules, investigate incentives and interests, explore causes and conditions—all so that we may begin to unpack both the art and science of contemporary American politics.

**Thinking Holistically.** Political actors and institutions do not operate in isolation but, rather, in a complex system where the actions of one affect the choices available to another. Although we will study different features of the political system individually, our goal is to understand both the interactions between and the environment surrounding them. Even as we delve deeply into particular points of inquiry, remember that our task is to develop a composite and richly contextual understanding of the nature of American politics in the early twenty-first century.

**Format.**

Class will combine elements of lecture and open discussion. In order to facilitate broad participation, I will both accept volunteers and call on students directly. In either case, there will be ample opportunity for you to ask questions, share your views, and dissect the course material.

**Materials.**

- The Constitution of the United States of America (handout) (Const)
- PSCI 201 course packet (in four volumes) (CP)\*\*

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\* Nick Goldrosen '20 (ncg1)—a stellar course alumnus and junior PSCI major—will join me as a teaching assistant. He will hold office hours Sundays 7-9pm upstairs in Paresky and Wednesdays 4-6pm at Tunnel City Coffee. If you cannot make those times, Nick is also available by appointment.

\*\* The first volume is available for pickup at the Class of '37 House (51 Park Street) from 9am to 3:30pm M-F; the subsequent volumes will be distributed in due course.

## Contributions.\*

**Essays (22.5% each for a total of 45%).** Two 5-7 page analytic essays due somewhat on dates of your own choosing and selected from two distinct groups of three options each. The assignments are purposely diverse in substance, but all require, albeit in distinct ways, broad, systematic, and creative thinking about the material and themes of the course. Regardless of the subject, your challenge is neither to embark upon outside research nor to summarize the views of others but, rather, to analyze the assigned material, reflect on the issues at hand, and articulate—and then support with evidence and analysis—an argument that answers the question.

**Reflection (15%).** One 4 page end-of-semester reflection aimed at “big think” issues that will circulate throughout our discussions and that demand deliberation about and juxtaposition of multiple areas of inquiry.

**Final Exam (25%).** A cumulative exam consisting of identifications and essays. Provided sufficient interest, I will be glad to hold a review session at the conclusion of the semester.

**Class Participation (15%).** A process of *active engagement* that entails more than simply showing up. Accordingly, participation grades are not a “free 15%” but, rather, a reflection of my holistic assessment of your performance in class.

**Interrogations (mostly optional extra-credit).** Up to eleven 2 page responses to an assigned question about the reading for a particular class session. Designed to spur focused thinking about potential avenues for class discussion and to give you more opportunities to unravel politics, these should be brief but thoughtful attempts to—depending upon the particular prompt—make sense of, take a side in, or extrapolate from live political dynamics, debates, and phenomena. You may write as many as eleven or as few as one, with the following incentive: if you complete three of at least ✓ quality, I will increase the lower of your two essays by two-thirds of a grade (B- to B+); if you complete three of ✓+ quality, I will increase the lower of your two essays by one whole grade (B to A).

## Evaluation.

**Written Work.** Good writing is good thinking—that is to say, writing well first requires thinking well. The manner in which and the depth with which you approach writing and thinking will be the determining factors in your grade. More specifically, I base grades for written work on the following three factors: the extent to which you make a clear, compelling, and original *argument*; the extent to which you support that argument through close analysis and consideration of primary and secondary source *evidence*; and the extent to which you organize and articulate your thoughts in a logical and sophisticated *structure*. Needless to say, proper mechanics of writing—including features such as grammar, capitalization, punctuation, spelling, and so forth—are assumed; be sure to proofread your work in order to catch any errors along these lines.

Written work in the **A** range is characterized by a strikingly creative, perceptive, and persuasive argument; comprehensive synthesis and trenchant analysis of an abundance of course material; straightforward yet sophisticated organization of thoughts; and clear, cogent, fluid, and error-free prose. Written work in the **B** range is characterized by a sound, original, and reasonably thoughtful argument; competent analysis of various course material; logical and intelligible organization; and clear, cogent, and error-free prose. Written work in the **C** range is characterized by a relatively underdeveloped, simplistic, or derivative argument; partial, inconsistent, or faulty analysis of course material; convoluted organization; and awkward, stilted, or otherwise distracting prose. Written work in the **D** range is characterized by an incoherent or extremely confusing

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\* I reserve the right to fail any student who fails any required element—essays, reflection, final exam, class participation—of the course.

argument; superficial or fleeting engagement with the course material; chaotic or irrational organization; and distorted, error-riddled prose. Written work that lacks any argument or analysis, fails to engage the course material, or is any way incomprehensible earns an **F**.\*

**Participation.** Three factors contribute to class participation grades: the degree to which you demonstrate analytic or critical understanding of the course material, the degree to which you articulate thoughtful or original questions and arguments in response to the course material, and the degree to which you succeed in advancing discussion by responding meaningfully to what others have said. The emphasis here is on *quality*, not *quantity*. Select insightful offerings are infinitely more valuable than a multitude of derivative or mediocre ones. Worry not: provided you attend class, complete the reading, and think carefully about the themes of the course, you will be in an excellent position to contribute thoughtfully to discussion.

Participation grades in the **A** range are reserved for those students who consistently come to class with questions and comments, engage others in a respectful manner, and generally elevate the level of discussion. Participation grades in the **B** range are earned by those students who participate but do not stimulate discussion, adequately listen to their classmates, or relate their comments to the direction of the conversation. Participation grades in the **C** range are for those students who are infrequent or unwilling contributors to discussion. Participation grades of **D** and **F**, respectively, are for those students who do not arrive adequately prepared for class and for those who disrupt and detract from the overall quality of the course.

### **Responsibilities.**

**Attendance.** To the extent that class only works if you are all there—engaged in a common enterprise, building the intellectual and interpersonal connections (with both me and one another) that are necessary for sustained and robust debate about weighty and contested issues—I expect you to be in class *each and every day*. I do not formally call roll, but do not mistake my distaste for that tedious ritual for indifference to your company: I notice—and make a mental note!—when you are absent. Besides avoiding my undying wrath, you should plan on full attendance for three reasons. First, participation, which counts for 15% of your final grade, is impossible if you are not present. Second, the lectures and discussions that occur in class will be crucial elements of your learning in this course. Third, and most importantly, by choosing to take this class, you are making a commitment to me, to your classmates, and to yourself that you will be an active and engaged participant in our academic community. Class will go on without you, but everyone’s learning will suffer as a consequence of your absence. Thus, you should treat attendance as a firm requirement, not some fungible quasi-commitment that can be trumped by other desires or conveniences as you see fit.\*\*

**Punctuality and Preparedness.** As part of your aforementioned commitment to me, your classmates, and yourself, you are expected to arrive in class on time, prepared, and *without technological distractions*. This means, first, that you have thoroughly and carefully read the material before class and, second, that you have thought about that material and are willing and ready to contribute your thoughts to discussion. (On occasion, I may also ask you to complete a brief exercise or assignment

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\* The following adjectives capture the essence of what individual grades mean in this course: truly exceptional (A+), outstanding (A), excellent (A-), very good (B+), good (B), satisfactory (B-), fair (C+), sub-par (C), poor (C-), seriously deficient (D+), minimally acceptable (D), borderline unacceptable (D-), completely unacceptable (F).

\*\* Note well: if you are a member of an athletic team or some other extracurricular organization that travels for competitions or performances, I suggest you check your schedule—and/or consult your coach, captain, or advisor—now. If you have a conflict with our class time and are not willing, as I assure you is your right, to choose class over whatever activity is compelling you to miss it, you should drop this course.

in order to enrich the day's discussion.) Of course, I recognize that students lead busy lives, have commitments (both academic and otherwise) in addition to this course, and may occasionally be affected by unforeseen events and unpredictable circumstances that make adequate preparation difficult. Even in those instances, I still urge you to come to class and encourage you to let me know—either through an email in advance of class or a quick comment upon entering class—that you were unable to prepare as fully as you had hoped. Not only will you not be penalized for your disclosure, but I agree not to call on you for that period. I trust you not to abuse my generosity by availing yourself of this option more than twice.

**Discourse and Decorum.** You are responsible for conducting yourself appropriately—both in your own comments and in your responses (verbal or otherwise) to the comments of your peers. As respectful discourse is the norm, criticism should be reserved for ideas, arguments, and opinions rather than for people; ad hominem comments will not be tolerated.

**Submitting Work.** You will receive *three* indivisible, non-proratable “extension days”—literally, three extensions of twenty-four hours each—to be used as you wish and without penalty on essays and the reflection (but not interrogations). Whether to spend one day on each of three assignments or conserve all three days for one assignment is entirely up to you, but I urge you to use your days wisely because they are the only extensions I will grant. Since I will neither consider ad hoc extension requests nor accept late work, assignments that are not accompanied by one or more extension days must be submitted on the due date in order to receive credit.

**Academic Honesty.** I hope—frankly, I *expect*—this will not be an issue, but it is worth repeating that all work you do in this course is governed by the College's Honor Code. (If you have any questions about how the Honor Code applies, do not hesitate to ask!) I take scholarly integrity very seriously, and any suspected violations will be pursued to the fullest extent. *No exceptions.*

### Contact Information.

**Email.** The most efficient way to reach me is via email. Email received before 9pm will usually receive a reply that day; email received after 9pm will likely receive a reply the following day.

**Office Hours.** For my regularly scheduled office hours, no sign-up or prior notice is necessary, nor is a specific course-related question or concern. (If you wish to schedule an appointment for another time, you should let me know a few days in advance.) Although I am obviously available to discuss any issues that may arise in class or in the reading, you are also more than welcome to stop by and join me for some friendly conversation. Indeed, I encourage you to do so; really—come see me. I am interested in learning about you and your thoughts, and I never (well, ok, hardly ever) tire of talking about American politics.

### Some Final Thoughts.

I take teaching seriously, and I hope you will reciprocate by taking learning seriously. That said, I intend for our classes to be enjoyable—both for you and for me. This course revolves around rich, interesting, and controversial debates that help to animate the character and complexities of American political life. So expect to teach each other and to learn from each other, but also expect to enjoy yourself; for my part, I promise to do the same.

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### Introduction

1. Witnesses, Weather, and Why This Course Won't Have a Textbook (September 6)

2. (Political) Arts and Sciences (September 10)
  - CP: Mills, from *The Power Elite*
  - Dahl, from *Who Governs?*
  - Dahl, from *A Preface to Democratic Theory*
  - Bachrach and Baratz, “Two Faces of Power”
  - Lukes, “The Three-Dimensional View” from *Power: A Radical View*
  - Riordan, from *Plunkitt of Tammany Hall*
  - Matthews, from *Hardball*

## I. Foundations

3. First Principles (September 13)\*
  - CP: The Declaration of Independence
  - The Articles of Confederation
  - Const: the whole thing!
  - CP: Ellis, “The Generation” from *Founding Brothers*
  - Madison, *The Federalist* 10
  - Kammen, from *A Machine That Would Go of Itself*
  - Dahl, from *How Democratic is The American Constitution?*
  
4. Powers, Separate and Shared (September 17)
  - CP: Madison, *The Federalist* 51
  - Const: Articles I, II, and III
  - CP: Young, from *The Washington Community: 1800-1828*
  - Shear and Davis, “Immigration Clash Could Lead to Shutdown”
  - Hulse, “House Republicans, Seizing on Health Law, Challenge Executive Branch”
  - Steinhauer, “A Congress That Doesn’t Want to Weigh In on War”
  - Hulse, “Three Separate, Equal and Dysfunctional Branches of Government”
  - Hulse, “Supreme Court Fight Is More About Trump Than Gorsuch”
  - Baker, “Trump Clashes Early With Courts, Portending Years of Legal Battles”
  - Philip and Demirjian, “Trump Signs Russia Sanctions Bill, But Makes Clear He’s Not Happy About It”
  - Hulse, “McConnell Promises Fall Vote to Confirm Next Supreme Court Justice”
  - W. Wilson, from *Congressional Government*
  - J.Q. Wilson, “Does the Separation of Powers Still Work?”
  - Immigration and Naturalization Service v. Chadba*
  - Edwards, “We No Longer Have Three Branches of Government”
  - Chafetz, “The Real ‘Resistance’ to Trump? The GOP Congress.”
  
5. The Central State and the Many States (September 20)
  - CP: Madison, *The Federalist* 46
  - Madison, *The Federalist* 39

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\* Quite remarkably, the College owns *original* copies of the nation’s founding documents, including the Declaration of Independence, the Articles of Confederation, the Constitution, *The Federalist*, and the Bill of Rights—all housed in the Chapin Library (on the fourth floor of Sawyer Library). While I will not require you to visit, I cannot recommend strongly enough that you choose to do so at some point during this first unit.

Const: Article I, Section 8, Clause 18 (the last one – beginning with “--And To make”)  
 Article I, Section 10  
 Articles IV, V, VI, and VII  
 10<sup>th</sup> and 11<sup>th</sup> Amendments

CP: *McCulloch v. Maryland*  
 Peterson, “Who Should Do What?”  
 Karch, from *Democratic Laboratories*  
 Chatterji, “Don’t Look to States for New Ideas”  
 Powell, “Leery of Washington, Alaska Feasts on Its Dollars”  
 Burns, “How Attorneys General Became Democrats’ Bulwark Against Trump”  
 Belluck, “The Not-So United States”  
 Walters and Kettl, “The Katrina Breakdown”  
 Meyerson, “Fed Up With Federalism”  
 Epstein and Loyola, “The United State of America”  
 Gerken, “We’re About to See States’ Rights Used Defensively Against Trump”

6. Truth, Justice, and the American Way (September 24)

Const: Preamble  
 1<sup>st</sup>-10<sup>th</sup> Amendments

CP: Slaughter, from *The Idea That Is America*  
 Tocqueville, from *Democracy in America*  
 Hartz, from *The Liberal Tradition in America*  
 Smith, “Beyond Tocqueville, Myrdal, and Hartz”  
 Hochschild, “What is the American Dream?” from *Facing Up to the American Dream*  
 Stack, “Wildlife Refuge Occupied in Protest of Oregon Ranchers’ Prison Terms”  
 Johnson and Healy, “Protesters in Oregon Seek to End Policy That Shaped West”  
 Johnson, “Standoff on Oregon Land Inspires a Counterprotest”  
 Turkewitz and Johnson, “Oregon Town Torn Apart by Protest at Wildlife Refuge”  
 Kammen, from *People of Paradox*  
 Brooks, “One Nation, Slightly Divisible”

## II. Institutions

7. The Zoo on the Hill (September 27)

Const: Article I  
 16<sup>th</sup> and 17<sup>th</sup> Amendments

CP: Madison, *The Federalist* 53  
 Madison, *The Federalist* 62  
 Madison, *The Federalist* 63  
 Baker, “Politics of Scale” from *House and Senate*  
 Draper, from *Do Not Ask What Good We Do*  
 Packer, “The Empty Chamber”  
 Steinhauer, “Republicans Lead Congress With Two Distinct Agendas”  
 Hulse, “Mitch McConnell and Paul Ryan Are of Two Minds About Divided Government”  
 Bade and Everett, “Frustrated Republicans Press McConnell to Kill the Filibuster”

8. Of Party and Policy, Constituents and Career (October 1)  
 CP: Mayhew, from *Congress: The Electoral Connection*  
 Fenno, from *Home Style*  
 Dodd, “Congress and the Quest for Power”  
 Fiorina, “The Rise of the Washington Establishment”  
 Arnold, “Explaining Congressional Action” from *The Logic of Congressional Action*  
 A Member of Congress, “Confessions of a Congressman”  
 Hamilton, “The Case for Congress”  
 Price, from *The Congressional Experience*
9. Hail to the Chief (October 4)  
 Const: Article II  
 22<sup>nd</sup> Amendment  
 CP: Hamilton, *The Federalist* 69  
 Hamilton, *The Federalist* 70  
 Neustadt, from *Presidential Power and the Modern Presidents*  
 Kernell, from *Going Public*  
 Calmes, “Obama Counts on Power of Convening People for Change”  
 Davis, “In Wielding Rarely Used Veto, President Obama Puts Budget Heat on  
 Republicans”  
 Howell, from *Power without Persuasion*  
 Lincoln, “The Prerogative Theory of the Presidency”  
 Roosevelt, “The Stewardship Theory of the Presidency”  
 Taft, “The Literalist Theory of the Presidency”  
 Baker, “Assessing the Balance of Power in an Era of Widespread Distrust”  
 Savage, “Trump and His Lawyers Embrace a Vision of Vast Executive Power”
10. The Way to Rushmore (October 11)  
 CP: Barber, “Presidential Character and How to Foresee It” from *The Presidential Character*  
 Greenstein, “The Person of the President, Leadership, and Greatness”  
 Skowronek, from *The Politics Presidents Make*  
 Beinart, “Why America Is Moving Left”  
 Lowry, “The Interlude”
11. Bureaucracy—Just Bureaucracy\* (October 15)  
 Const: Article II  
 CP: Weber, “Bureaucracy”  
 Reich, from *Locked in the Cabinet*  
 Wilson, from *Bureaucracy*  
 Aberbach and Rockman, from *In the Web of Politics*  
 Edwards, “He Who Makes the Rules”  
 Edwards, “Bureaucratic Failure in the Federal Government”  
 Amy, “The Case FOR Bureaucracy”

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\* Ummm...I've got nothing here; I dare you to do better!

12. Neither Force Nor Will... (October 18)  
 Const: Articles III and VI  
 11<sup>th</sup> Amendment  
 CP: Hamilton, *The Federalist* 78  
*Marbury v. Madison*  
*Cooper v. Aaron*  
 Bickel, from *The Least Dangerous Branch*  
 Rostow, “The Democratic Character of Judicial Review”  
 Rosenberg, “The Fly-Paper Court” from *The Hollow Hope*  
 McCloskey, “The Court of Today and the Lessons of History” from *The American Supreme Court*  
 Lasser, from *The Limits of Judicial Power*  
 Hulse, “Political Polarization Takes Hold of the Supreme Court”
13. ...But a Whole Lot of Judgment (October 22)  
 Const: 1<sup>st</sup>-10<sup>th</sup> and 14<sup>th</sup> Amendments  
 CP: Brennan, “The Constitution of the United States: Contemporary Ratification”  
 Scalia, “Originalism: The Lesser Evil”  
 Breyer, “The Basic Approach” from *Making Our Democracy Work*  
*Griswold v. Connecticut*

### III. Linkages

14. The Fourth Estate (October 25)  
 CP: Cook, “The News Media as a Political Institution”  
 podcast: *This American Life*, “Primary” – Act I  
 CP: Fallows, “Why Americans Hate the Media”  
 Boorstin, from *The Image*  
 Sabato, from *Feeding Frenzy*  
 Mutz, “How Mass Media Divide Us”  
 Smolkin, “What the Mainstream Media Can Learn from Jon Stewart”  
 Sullivan, “Why I Blog”  
 Sunstein, from *Republic.com 2.0*  
 Carr, “View of #Ferguson Thrust Michael Brown Shooting to National Attention”  
 Sykes, “Donald Trump and the Rise of Alt-Reality Media”  
 Weigel, “The Seth Rich Conspiracy Shows How Fake News Still Works”  
*New York Magazine*, “The Case Against the Media, by the Media”
15. Vox Populi, Vox Dei (October 29)  
 CP: Key, from *Public Opinion and American Democracy*  
 Lippman, from *The Phantom Public*  
 Jacobs and Shapiro, from *Politicians Don’t Pander*  
 Popkin, from *The Reasoning Voter*  
 Menand, “The Unpolitical Animal”  
 Bartels, “The Irrational Electorate”  
 Achen and Bartels, from *Democracy for Realists*



16. Tocquevillian Dreams (November 1)

Const: 14<sup>th</sup>, 15<sup>th</sup>, 17<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> Amendments

CP: Tocqueville, “On the Use that the Americans Make of Association in Civil Life” from *Democracy in America*

Putnam, “The Strange Disappearance of Civic America”

Skocpol, “The Narrowing of Civic Life”

Verba, Schlozman, and Brady, “The Big Tilt”

Jonas, “The Downside of Diversity”

Niedzwiecki, “Facebook in a Crowd”

Garber, “The White House Petition Site is a Joke (and Also the Future of Democracy)”

Barstow, “Tea Party Lights Fuse for Rebellion on Right”

Gitlin, “Power Matters”

Manjoo, “The Alt-Majority”

Ransby, “Black Lives Matter is Democracy in Action”

17. Madisonian Nightmares (November 5)

CP: Madison, *The Federalist* 10 (yes—*again!*)

Tocqueville, “On Political Association in the United States” from *Democracy in America*

Truman, from *The Governmental Process*

Schattschneider, from *The Semisovereign People*

Judis, “The Pressure Elite”

Skinner, from *More Than Money*

Carney, “In a Federal Mandate For Waste, Envelope Lobby Reveals Itself”

Lipton and Moyer, “Hospitality and Gaming Interests Delay Closing of Billion Dollar Tax Loophole”

Lipton, “A Lobbyist Wrote the Bill. Will the Tobacco Industry Win Its E-Cigarette Fight?”

Wines, “Environmental Groups Focus on Change by Strengthening Their Political Operations”

Tau, “How the Gun Lobby Shot Down D.C.’s Congressional Vote”

\*\*Election 2018: The Day After\*\* (November 7 – time TBD)\*

*a joint discussion with other American politics students*

18. Agents of Legitimate Opposition (November 8)

CP: Aldrich, from *Why Parties?*

Downs, *An Economic Theory of Democracy*

Fiorina, “The Decline of Collective Responsibility in American Politics”

Brownstein, from *The Second Civil War*

Grossman and Hopkins, from *Asymmetric Politics*

podcast: *This American Life*, “Houses of Ill Repute” – Act III

CP: Steinhauer, “A Day of Friction Notable Even for a Fractious Congress”

Hulse and Pear, “Departing Lawmakers Bemoan the Decline of Compromise”

Hulse, “Parties Coming to More Agreement (Just Not on Who Deserves Credit)”

Stolberg, “As Gridlock Deepens in Congress, Only Gloom is Bipartisan”

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\* I acknowledge that Wednesday is not a usual class day, but, provided you do not have class during the appointed hour (TBD), your attendance is expected at what should be an enjoyable, enlightening, and informal event (with snacks!).

19. On the Trail and In the Booth (November 12)  
 Const: Article I, Sections 2-4  
 Article II, Section 1  
 12<sup>th</sup>, 17<sup>th</sup>, and 22<sup>nd</sup> Amendments  
 podcast: *This American Life*, “The Facts Don’t Matter” – Act II  
 CP: Crowley, “Survey Says...”  
 Johnson, from *No Place for Amateurs* and *Democracy for Hire*  
 Everline, “Notes of an Opposition Researcher”  
 Di Resta, “A User’s Guide to the Dark Art of Politics”  
 Ansolabehere and Iyengar, from *Going Negative*  
 Freedmen, “Thirty-Second Democracy”  
 podcast: *DecodeDC* and *99% Invisible*, “The Political Stage”  
 CP: Leibovich, “Memo to Self: Do Not Run for Office”

#### IV. Tensions and Outputs

20. Glass Ceilings and Jagged Floors (November 15)  
 Const: 13<sup>th</sup>-15<sup>th</sup> and 19<sup>th</sup> Amendments  
 CP: Coates, “Fear of a Black President”  
 Chait, “The Color of His Presidency”  
 Dyson, “Whose President Was He?”  
 Klein, “Republicans and Democrats Are More Divided on Race Today Than in 1985”  
 Sack and Thee-Brenan, “Poll Finds Most in U.S. Hold Dim View of Race Relations”  
 Klein, “Donald Trump is a Monument to Our Past Defending Monuments to Our Past”  
 Siders, “2020 Democrats Take a Page From Trump’s Playbook on Race”  
 Fortini, “The Feminist Reawakening”  
 Cottle, “The Era of ‘The Bitch’ Is Coming”  
 Hayes and Lawless, “There’s Much Less Gender Bias in Politics Than You Think”  
 Seelye and Miller, “Female Clinton Supporters Are Left Feeling Gutted”  
 Stolberg, “The Women Who Helped Donald Trump to Victory”  
 Stanley-Becker, “Hopes For a Female President Dashed, Women Take Running for Office Into Their Own Hands”  
 Wolbrecht, “Don’t Overlook the Feminist Triumph of Clinton’s Run”  
 Chira, “The Women’s March Became a Movement. What’s Next?”  
 Wolf, “The Resurgence of Blatant Sexism”
21. Cents and Sensibility (November 19)  
 Const: Preamble  
 podcast: *This American Life*, “Take the Money and Run for Office”  
 CP: Bennet, “The New Price of American Politics”  
 Israel, “Steve Israel: Confessions of a Congressman”  
 Sheingate, “The Political Consultant Racket”  
 Drutman, “How Corporate Lobbyists Conquered American Democracy”  
 Rudoren and Pilhofer, “Hiring Federal Lobbyists, Towns Learn Money Talks”  
 video: “Wealth Inequality in America”  
 CP: Bartels, “The New Gilded Age” from *Unequal Democracy*  
 Putnam, from *Our Kids*

22. A Big F#\*%ing Deal (November 26)

Const: Article I, Section 7

Article I, Section 8, Clauses 1 and 3

video: Kaiser Family Foundation, "Health Reform Hits Main Street"

CP: Cohn, "How They Did It"

Oberlander, "Long Time Coming"

Morone, "Big Ideas, Broken Institutions, and the Wrath at the Grass Roots"

Peterson, "It Was a Different Time"

Brown, "The Elements of Surprise"

Hacker, "The Road to Somewhere"

Jacobs, "America's Critical Juncture: The Affordable Care Act and Its Reverberations"

Rosen, "Welcome to the Roberts Court"

Lempert, "King v. Burwell: Roberts Court is Clear on Obamacare Ambiguity"

Steinhauer, "House Votes to Send Bill to Repeal Health Law to Obama's Desk"

Pear, Steinhauer, and Kaplan, "G.O.P. Plans Immediate Repeal of Health Law, Then Delay"

Kingsdale, "Republicans Are About to Learn Just How Much Americans Hate Health Insurance Changes"

Zernike and Burns, "Congress Goes Home, and Constituents Fired Up Over Health Care Are Waiting"

Steinhauer, "House Republicans, Deeply Divided, Face Painful Choice on Health Vote"

Pierce, "It All Begins with the People in the Streets"

Scott and Kliff, "Why Obamacare Repeal Failed"

Sanger-Katz, "Grading Obamacare: Successes, Failures, and 'Incompletes'"

Pear, Haberman, and Abelson, "Trump to Scrap Critical Health Care Subsidies, Hitting Obamacare Again"

DeBonis and Goldstein, "A Year After GOP Measure's Demise, Democrats See Health Care As a Winning Issue"

23. A Big(ly) F#\*%ing Mess (November 29)

Const: Article I, Section 8, Clause 4

14<sup>th</sup> Amendment, Section 1, Clause 1

CP: Nakamura, "For More Than 25 Years, It's Never Been the Right Time For Immigration Reform"

Pitney, "No Splitting the Difference"

Tichenor, "Why America's Immigration Politics is So Contentious and Focused on Making Unlikely Grand Bargains"

Klein, "How Immigration Reform is Scrambling American Politics"

Shear, "Obama, Daring Congress, Acts to Overhaul Immigration"

Liptak and Shear, "Supreme Court Tie Blocks Obama Immigration Plan"

Abrajano, "Will Immigration Spark a White Backlash in America?"

Kim, "Immigration Reform in 2017?"

Davis and Savage, "White House to States: Shield the Undocumented and Lose Police Funding"

Alcindor and Stolberg, "After 16 Futile Years, Congress Will Try Again to Legalize 'Dreamers'"

Zapotosky, "Attorneys General From 15 States, D.C. Sue to Save DACA"

Lind, “Congress Was Preparing for Some Immigration Skirmishes. Trump Wants a Battle Royal.”  
 Hulse, “Shutdown’s Crux”  
 DeBonis, “Ryan Promises Immigration Legislation in Hopes of Avoiding a Showdown Among House Republicans”  
 Shear, Goodnough, and Haberman, “Trump Retreats on Separating Families, but Thousands May Remain Apart”  
 Liptak and Shear, “Trump’s Travel Ban Is Upheld by Supreme Court”

## V. Outlooks

24. America the Beautiful (or Hideous, or Weird) (December 3)  
 podcast: *BackStory*, “City Upon a Hill”  
 CP: Parker, “Survey: America”  
 Kingdon, “Describing the Comparisons” from *America the Unusual*  
 podcast: *DecodeDC*, “A Bad Case of Electoralitis”  
 CP: Halstead, “The American Paradox”  
 Roberts, “What Americanists Don’t Know About American Politics”
25. Kids These Days (December 6)  
 Const: Article I, Section 2, Clause 2  
 Article I, Section 3, Clause 3  
 Article II, Section 1, Clause 5  
 26<sup>th</sup> Amendment  
 CP: Students for a Democratic Society, “The Port Huron Statement”  
 Pew Research Center, “Millennials”  
 Thompson, “Study: Millennials Deeply Confused About Their Politics, Finances, and Culture”  
 Matthews, “This Poll Proves That Millennials Have Totally Incoherent Political Views”  
 Brooks, “The Organization Kid”  
 Martin, “The Problem With Youth Activism”  
 Seery, from *Too Young To Run?*  
 Kirby, “Why Students Want to Lower the Voting Age”  
 Stanger, “Middlebury, My Divided Campus”  
 Nwanevu, “The Kids Are Right”  
 Rempell, “Why Should College Students Let Their Enemies Speak? Naked Self-Interest”  
 Cogan, “How Liberal Colleges Breed Conservative Firebrands”  
 Parker-Pope, “Are Today’s Teenagers Smarter and Better Than We Think?”