

# POLS 111: Principles of Political Science

Department of Political Science  
Emory University  
Fall 2022

Class Meetings: Monday & Wednesday, 1 – 2:15 pm  
Location : Math & Science Center - E208

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## Course Description

From its inception, Political Science has drawn on ideas and techniques from multiple social scientific and humanistic traditions. It is a fundamentally interdisciplinary project of considerable intellectual and topical breadth. Yet, political science also shares a set of common concerns, which together define the field. This course provides an introduction to these core concerns. It is intended to orient students to the field of Political Science. It is a required course for all major programs, including Political Science, International Studies, Math and Political Science, Public Policy Analysis, and the QSS (Political Science and International Studies track) majors that the department offers.

The course is organized around the following questions: What is politics, and what is political science? How do political groups form and break apart? How do groups make decisions? How are group decisions implemented? We approach these questions using ideas that are found across the subfields of political science.

## Learning Goals

In this course you will learn to:

1. Understand general problems of politics.
2. Identify these central problems in various real world examples in the United States, other countries, and the international system.
3. Define core concepts/models of political science.
4. Evaluate and analyze explanations of political outcomes.

## Teaching and Learning during the Pandemic

While attendance is not required or tracked, we highly recommend that you attend class sessions, where you will have the opportunity to ask questions and engage in discussion. Only by actively engaging with the readings and lectures can you really learn the material.

If you have questions about the material, please see one of the professors in their scheduled office hours.

As always, communication is important. If your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then the instructors as soon as feasible. It is easier for us to address your needs if we know about them as soon as they arise. This does not mean we can successfully respond to every request for consideration, but we emphasize that our goal is to treat you all equitably and do what we can to help you succeed in this course.

We will follow the University and College guidelines for the health of our community. **Do not come to class if you do not feel well or if you have been asked to quarantine.** At the very first sign of not feeling well, stay at home and reach out for a health consultation. Please consult the [campus FAQ](#) for how to get the health consultation.

Any changes to the schedule or meeting format will be announced on the course Canvas page (and in class, when possible). Please check that page and your Emory email regularly for any announcements or schedule changes.

## Expectations

We, as your instructors, expect that you will engage with all aspects of the course. This means:

1. Keeping pace with the work so that you are completing assignments, including readings, when they are due. This is important because each small assignment builds on each other.
2. Engaging with everyone with respect. We encourage rigorous thought and debate, but there are important rules of engagement which we discuss in more detail below.
3. Communicating with us when you encounter problems. We are not here to “parent” you, but if you are experiencing difficulty with the course, we encourage you to take charge of your learning by communicating with us early.

Achieving the goals of the course requires not only your efforts, but also ours. We are committed to foster your learning by:

1. Presenting materials and activities that respect and affirm differences in learning styles and backgrounds.
2. Maintaining a class environment in which you feel that you belong. As instructors, we are firmly committed to providing a space in which you feel safe to learn and participate.
3. Responding to your inquiries within 48 hours.
4. Providing feedback and assessment of your assignments in a timely manner.

## **Inclusion in the Classroom**

Members represent a rich variety of backgrounds and perspectives. The Department of Political Science is committed to providing an atmosphere for learning that leverages this diversity. We encourage members to:

1. Share their unique experiences and ideas.
2. Be open to the views of others.
3. Honor the uniqueness of their colleagues.
4. Appreciate the opportunity that we have to learn from each other in this community.

## **Courtesy in the Classroom**

Classroom courtesy is necessary to help build a cohesive community that has the opportunity to learn without distractions.

Class discussions of political issues can often stimulate strong feelings and heated debate. Yet in order to have productive discussion that advances our study and understanding of politics, we must remain committed to stimulating, but respectful discourse. Therefore, comments should be:

1. Respectful of diverse opinions and open to follow up questions and/or disagreement.
2. Related to the class and course material. Scholarly comments advance the discussion about issues related to the course and/or course material rather than personal beliefs.
3. Delivered in respectful ways and in a non-aggressive manner.
4. Free from personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs.

In our class meetings, we should:

1. Plan to learn without distractions. This requires no cell phones, talking during lectures (unless recognized by the instructors), reading newspapers, etc. during class. If students must have cell phones on to receive emergency calls about family members, they should keep their phones on "vibrate."
2. Allow others to speak. Rather than interrupt your fellow students, raise your hand and wait to be called on by the instructor.
3. Refrain from using raised tones, yelling, or engaging in arguments with other students.
4. Respect the instructors' authority to protect the integrity of the classroom. When you are asked to discontinue a conversation that violates the guidelines that are outlined above, you are expected to stop.

## **Grading**

Your final grade is a weighted average of the following components:<sup>1</sup>

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<sup>1</sup>Please note that raw scores will be posted in canvas—you can calculate your grade based on the following breakdown but you should not rely on the canvas average, which may not be weighted.

1. **Pre- and Post-Course Assessment (5%)** At the beginning and end of the course you will be asked to complete a 20-30 minute pre- and post-assessment on Canvas. The pre-assessment also will include a few questions that check for understanding of the syllabus. This assignment is graded on a complete/incomplete basis. Students must complete both assessments to receive credit.
2. **Syllabus quiz (5%)** This short, timed quiz is open-syllabus, ensuring familiarity with the class structure and policies. Each (partial) day late is 10% deduction from the assignment grade.
3. **Four Module Quizzes (5% for three of them, 10% for the quiz with your highest grade; 25% total)** After the end of each module, you will have a quiz that asks you to apply ideas and methods of analysis to factual or hypothetical situations that may be different from ones covered in class. Quizzes will have multiple choice, short answer, and short essays designed to assess your ability to describe core questions, concepts, and models of politics that were covered in that module. The quizzes will be administered through Canvas. There is no credit for late quizzes.
4. **Analytical news report (5% for each, 20% total)** Each Module you will find and submit a “news analysis” that identifies a current event coverage that touches on some aspect of the Module’s key concepts. You must submit a copy of the newspaper article and an approximately 500 word analysis that (1) **briefly** summarizes the situation and actors (200 words max), and (2) identifies and describes how this situation highlights an analytical concept from the current Module (300 words max). The analysis may be submitted any time before the Module quiz is due via canvas. Each (partial) day late is 10% deduction from the assignment grade.<sup>2</sup>
5. **Group Paper and Presentation (15%)** You will work together in a group to write an 8 to 10-page (double-spaced) paper that answers a question provided by the instructors. The essay is designed to assess your ability to connect ideas, concepts, and models across all units in the course. To fulfill the group paper assignment, groups will need to submit a group contract (on September 14), a draft of the paper (October 12), a final draft of the paper (on November 21), and a presentation with slides (November 14-16). Your grade will be based on your group’s final product. Each (partial) day late is 10% deduction from the assignment grade for the entire group. Your paper must include the following components:

A clear thesis statement.

Clear definition of important concepts.

A clear and coherent argument.

An empirical implication that clearly follows from your argument.

A single voice so that your paper reads as if it was written by a single author.

Students will be assigned to groups and more details about the assignment will be provided during the second week of the course. **We strongly recommend groups meet**

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<sup>2</sup>For example, if the report is due at noon on 9/1, submission between 12:01pm on 9/1 and 12:00 on 9/2 will incur a 10% penalty.

**via Zoom rather than in-person.** Groups will do mini-presentations of their projects in class in November. More details will be provided in class and on Canvas.

6. **Final Exam (30%)** The final exam will be a cumulative, timed exam consisting of multiple choice, short answer, and short essays designed to assess your ability to describe and apply core questions, concepts, and models of politics that were covered in the course and will be administered via canvas.

Window (Due date in bold)	Assignment
Start to <b>Wed., 9/7 (11:59pm)</b>	<b>Pre-course and syllabus quizzes</b>
Start to <b>Wed., 9/14 (11:59pm)</b>	<b>Group contract</b>
Start to <b>Mon., 9/26 (noon)</b>	<b>Module I quiz</b>
10/12 to <b>Mon., 10/17 (noon)</b>	<b>Module II quiz</b>
Wed., 9/14 to <b>Wed., 10/12 (11:59pm)</b>	<b>Draft group paper</b>
Wed., 10/26 to <b>Mon., 10/31 (noon)</b>	<b>Module III quiz</b>
Wed., 10/12 to <b>Mon., 11/21 (11:59pm)</b>	<b>Group paper</b>
Wed., 10/12 to <b>Mon., 11/14–Wed., 11/16</b>	<b>Group presentations</b>
Wed., 11/9 to <b>Mon., 11/28 (noon)</b>	<b>Module IV quiz</b>
<b>Monday, 12/5 at (11:59pm)</b>	<b>Post-course quiz</b>
<b>Wednesday, 12/14 (2pm ET) <sup>3</sup></b>	<b>FINAL EXAM</b>

Table 1: Course Assignments

## Additional Policies

### Incomplete Grades

No incomplete grades will be given unless there is an agreement between the instructors and the student **prior** to the end of the course. The instructors retain the right to determine legitimate reasons for an incomplete grade.

## Accessibility Statement

As the instructors of this course, we endeavor to provide an inclusive learning environment. We want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at <http://accessibility.emory.edu/students/>. Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact us as early as possible in the semester to discuss the plan for implementation of your accommodations. For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu).

## Integrity of Scholarship

The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

## Course Schedule

### Introduction

In our first session, we will get to know each other, and you will learn more about the course: its substantive content as well as the logistics.

### Wednesday 8/24

Introduction to the Course

### Module I.a: Building Models

This course is designed to help you learn how to build and evaluate explanations of the political and social phenomena we care about. We sometimes refer to these explanations as models. What is a model? What are the building blocks of a model? What makes for a good model? Model-building (i.e., constructing an argument) is a skill that requires "learning by doing" - something we formally are starting this week.

### Monday, 8/29

1. Read: Chapter 2 of Lave and March (1975)

Charles Lave and James March. *An Introduction to Models in the Social Sciences*. University Press of America, Lanham, 1975.

### **Wednesday, 8/31**

1. Read: Chapter 3 of Lave and March (1975)

Charles Lave and James March. *An Introduction to Models in the Social Sciences*. University Press of America, Lanham, 1975.

### **Monday, 9/5**

1. No class– Labor Day

## **Module I.b:Delegation**

Politics is the authoritative allocation of resources and values. Members of a group frequently delegate the authority to make these decisions to others. We consider some challenges inherent to this form of delegation: the difficulty of choosing good delegates and insuring that they act in members' interests. We examine how the state is structured and its influence on citizens' ability to choose and control their political leaders.

### **Wednesday, 9/7**

1. Read: Selections from Chapters 13 and 18 of Hobbes (1651). An online version of the text can be found [here](#).

Thomas Hobbes. *The Leviathan*. 1651.

2. Take: Pre-course assessment (11:59PM)
3. Take: Syllabus quiz (11:59PM)

### **Monday, 9/12**

1. Read: Federalist 10, 51, and 78 (1788). An online version of the text can be found [here](#).

James Madison Alexander Hamilton and John Jay. In *The Federalist Papers*. 1788.

### **Wednesday, 9/14**

1. Read: Chapter 1 of Macho-Stadler and Pérez-Castrillo (1997)

Inés Macho-Stadler and David Pérez-Castrillo. *An Introduction to the Economics of Information*. Oxford University Press, Oxford, 1997.

2. Turn in: Group contract (11:59PM)

### Monday, 9/19

1. [Kenya's democracy needs more than campaigns to end vote-buying](#)
2. Read: [A new way to pay for college](#)
3. Read: [In fire-prone California many residents can't afford wildfire insurance](#)
4. Discuss: Instructions for group paper
5. Discuss: Preparing for the final exam

### Wednesday, 9/21

1. Read: [What Federalism Means for the U.S. Response to Coronavirus Disease](#)
2. [Who invented the electoral college?](#)

**Module I Quiz and News Report Due 9/26, 12:00PM (noon)**

## Module II: Collective Action

What is a political community? Do its members always act collectively in ways that benefit the group? We consider whether individuals with the same goal will automatically work together, the challenges they confront, and the solutions they develop to make groups work. We distinguish between the problems of free riding and of coordination, considering how they influence the outcomes groups reach in a variety of contexts.

### Monday, 9/26

1. Read: Book 1, Chapters I-II of Aristotle's *Politics*. An online version of the text can be found [here](#).

Aristotle. *Politics*. University of Chicago Press, Chicago, 2013.

2. Read: Selection from Smith (2001)

Rogers Smith. Citizenship and the politics of people-building. *Citizenship Studies*, 5(1):73–96, 2001.

### Wednesday, 9/28

1. [An Insurrection and a new president make the US vulnerable to foreign policy crises](#)
2. [Resisting Coca, how communities avoid narco economies](#)
3. Recommended: Selection of Olson in Dahl et al. (2003)

Mancur Olson. The logic of collective action: Public goods and the theory of groups. In Robert Dahl, Ian Shapiro, and José Antonio Cheibub, editors, *The Democracy Sourcebook*. MIT Press, Cambridge, 2003.



## Monday, 10/3

1. Read: [Want to know why the networks finally called it for Biden? Here's the likely reason.](#)
2. Read: [Iowa as a Media Focal Point](#)
3. Recommended: Selection from Schelling (1957)

Thomas Schelling. Bargaining, communication, and limited war. *Conflict Resolution*, 1(1):19–36, 1957.

## Wednesday, 10/5

1. Read: [In war-torn Colombia, one community stands up to outsiders](#)
2. Read: [Lessons From Game Theory: What Keeps Kasich in the Race?](#)
3. Read: [The Republican Establishment can fix its problems by picking a name out of a hat](#)

## Monday, 10/10

1. No class– Fall Break

## Wednesday, 10/12

1. Turn in: First draft of group paper

**Module II Quiz and News Report Due 10/17, 12:00PM (noon)**

## Module III: Bargaining, Commitment, and Enforcement

Decisions are sometimes made when individuals bargain over what should happen or what the result should be. When compromises do manage to come together, we consider how the power that actors possess affects their ability to determine these outcomes. This power may be the result of how the bargaining protocol is structured, or it may stem from how costly delay is for different actors. We also consider the reasons why compromises fail to materialize even if everyone would be better off under them, including the challenges of ensuring credible commitment and enforcement of decisions.

## Monday, 10/17

1. [How did the Democrats' major spending bill get off life support?](#)
2. [Ukrainians believe they'll win the war, a survey finds](#)
3. [Why is Russia Being So Brutal in Ukraine?](#)

Avinash K. Dixit and Barry J. Nalebuff. *Thinking Strategically*. Norton, 1991.

### **Wednesday, 10/19**

1. Read: [How ultra-Orthodox parties became the biggest winners in Israel's new government.](#)
2. Read ahead: Chapter 3 (pp.88-117) of Frieden, Lake, and Schultz (2015)

David Lake Jeffrey Frieden and Kenneth Schultz. *World Politics: Interests, Interactions, Institutions*. W.W. Norton and Company, New York, 2015.

### **Monday, 10/24**

1. Read: Chapter 3 (pp.88-117) of Frieden, Lake, and Schultz (2015)

David Lake Jeffrey Frieden and Kenneth Schultz. *World Politics: Interests, Interactions, Institutions*. W.W. Norton and Company, New York, 2015.

2. Read: [Bargaining theory and domestic violence](#)
3. Read: [The Logic of credible commitments in the covert sphere](#)

### **Wednesday, 10/26**

1. Read: Selection from Greif (1989)

Avner Greif. Reputation and coalitions in medieval trade: Evidence on the maghribi traders. *Journal of Economic History*, 49(4):857–882, 1989.

### **Module III Quiz and News Report Due 10/31, 12:00PM (noon)**

## **Module IV: Preference Aggregation**

We consider core properties of coming to a decision by way of voting. We discuss how individual choice and group choice differ in fundamental ways; what it means to claim that decision-makers have (or have not) made choices that reflect the “collective will”; and how the rules that turn individual preferences into collective decisions influence outcomes.

### **Monday, 10/31**

1. Read: Selection of Rousseau (1762) in Dahl et al. (2003).

Jean-Jacques Rousseau. The social contract. In Robert Dahl, Ian Shapiro, and José Antonio Cheibub, editors, *The Democracy Sourcebook*. MIT Press, Cambridge, 2003.

2. Recommended: Clark et al., Selection of Chapter 11 (pp. 409-417)

William Roberts Clark, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017.

### **Wednesday, 11/2**

1. Read: [Is Brexit the will of the people? The answer is not quite that simple](#)
2. Recommended: Clark et al., Selection of Chapter 11 (pp. 417-422)

William Roberts Clark, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017.

### **Monday, 11/7**

1. Read: [Why politics is stuck in the middle](#)
2. Recommended: Clark et al., Selection of Chapter 11 (pp. 423-428, 429-434)

William Roberts Clark, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017.

### **Wednesday, 11/9**

1. Read: [Kenneth Arrow's Legacy and why elections can be flawed](#)
2. Recommended: Clark et al., Selection of Chapter 11 (pp. 434-441)

William Roberts Clark, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017.

## **Group Presentations**

### **Monday, 11/14**

1. Do: Group Presentations

### **Wednesday, 11/16**

1. Do: Group Presentations

### **Monday, 11/21**

1. Turn in: Final draft of group paper (11:59PM)

### **Wednesday, 11/23**

1. Thanksgiving: No class

## Module IV Quiz and News Report Due 11/28, 12:00PM (noon)

### Conclusion: What is Political Science? Returning to Models

#### Monday, 11/28

1. Read: Selections from Cantoni, Yang, Yuchtman, and Zhang (2019)

David Yang Noam Yuchtman Cantoni, Davide and Y. Jane Zhang. Protests as strategic games: Experimental evidence from hong kong's antiauthoritarian movement. *Quarterly Journal of Economics*, 134:1021–1077, 2019.

#### Wednesday, 11/30

1. Read: [The moderate middle is a myth](#)
2. Read: [The end of the median voter theorem in presidential politics](#)
3. Read: [A third party could be successful. But probably not this one.](#)
4. Read: [Is political science this year's election casualty?](#)
5. Read: [Did political science, or "political science," get it wrong?](#)

#### Monday, 12/5

1. Take: Post-course assessment (11:59PM)
2. Read: [More than reporting: media portrayal of protests can impact their success \(and failure\)](#)
3. Read: [People like the International Criminal Court - as long as it targets other problems in other countries](#)
4. Read: [What gets ex-prisoners politically and civically involved?](#)
5. Discuss: Instructions for final exam
6. Discuss: Results of group papers

#### Wednesday 12/14

1. Take: Final Exam (11:30AM - 2:00PM)