

POLITICAL SCIENCE 111

PRINCIPLES OF POLITICAL SCIENCE

EMORY UNIVERSITY
FALL 2024
TUE/THUR 10:00-11:15PM
WHITE HALL 205
CLASS EMAIL ADDRESS: EMORYPOLS@GMAIL.COM

INSTRUCTOR	JACK PAINE	NICK SCHAEFER
OFFICE LOCATION	TARBUTTON 310	ZOOM
OFFICE HOURS	TUE 2-4PM	FRI 10AM-12PM
GRADER	ADEE WELLER	CELLINE KIM

COURSE DESCRIPTION

This course surveys big, broad questions that political scientists study. We discuss leading theories and models that political scientists have developed to understand political outcomes such as voting and institutions in elections, collective action and public good provision, and international and domestic conflict. We apply these models to examine contemporary events in American politics, comparative politics, and international relations. This course is required for all major programs and equips students with a strong foundation of disciplinary knowledge.¹

LEARNING OBJECTIVES

Completing this course will enable students to

1. Discuss key questions asked by political scientists
2. Describe foundational models from political science, including coordination problems, collective action problems, free rider problems, the prisoner's dilemma, the median voter theorem, and bargaining models
3. Use these foundational models to analyze political outcomes in the real world

¹Major programs include Political Science, International Studies, Math and Political Science, Public Policy Analysis, and the QSS – Political Science and International Studies track.

COURSE EXPECTATIONS

Expectations for students Active engagement by students will foster a more productive learning environment. We expect students to

- Regularly attend lectures and arrive on time
- Actively engage during lecture, especially break-out discussions
- Only use technology during class in ways productive to student’s understanding of course material
- Respect fellow students when discussing course material
- Ask questions when you do not understand the material
- Complete all three required exams on the given dates (September 26; October 31; December 10)
- Submit all three current-events assignments on time

Expectations for instructors Our responsibility is to design a course in which students can effectively learn and demonstrate their understanding of course material. We will

- Start and end class on time
- Present course material at a reasonable pace
- Assign a manageable amount of reading
- Design assessments that accurately reflect course material
- Provide clear instructions on all exams and assignments
- Grade all students fairly, consistently, and transparently
- Be available during office hours to discuss course material

Communication The best times to communicate with us are during lecture or in office hours. If you have a question about the material, great! Ask it in class – others likely have similar questions! The beginning of the syllabus lists our office hours, and the graders are available by appointment.

We prefer in-person dialogue, which is a better mode of communication than email. Nonetheless, we try to respond to emails as quickly as possible. As general advice, please be professional and courteous in your emails. Emails with clearly stated questions and requests yield faster responses. Please consider both the size of our class and the variety of obligations that we have outside the classroom. If your question has been addressed in the syllabus, in class, and/or via Canvas communications, we reserve the right not to reply or to reply with brevity. Please direct all email correspondences to the email address for the course:

emorypols@gmail.com

COURSE ASSIGNMENTS, GRADES, & POLICIES

Grading Final grades are based on students' performance on three in-class exams, three take-home essays on current events, and class attendance/participation (see below for details on each). Students must complete all required exams and assignments to pass the course. Grades are not curved, which enables students to focus on performing their best on all assignments rather than competing with fellow classmates. If necessary due to exceptional and unforeseen disruptions to learning, we reserve the right to adjust the date or format of assessments, or to cancel a particular assessment(s) and render grades based on only completed assessments.

DUE DATE	ASSESSMENT	WEIGHT
September 20	Current Events I	10%
September 26	Exam I	20%
October 25	Current Events II	10%
October 31	Exam II	20%
November 24	Current Events III	10%
December 10	Exam III	20%
Semester	Attendance & Participation	10%

We strive to make grades fair, consistent, and transparent. The following lists the *minimum* grades that are *sufficient* for each threshold. For example, a student who receives an overall grade of 95% is *guaranteed* to receive an A in the course. But depending on the distribution of grades, it is possible (but *not* guaranteed) that a student scoring, for example, a 94% would receive an A. Any deviation from the minimum thresholds listed below would be to the *advantage of students*. These decisions are at the discretion of the instructors.

RANGE	MINIMUM GRADE
95%–100%	A
92.5%–94.99%	A-
90%–92.49%	B+
85%–90%	B
82.5%–85%	B-
80%–82.49%	C+
75%–80%	C
72.5%–75%	C-
70%–72.49%	D+
65%–70%	D
0%–64.99%	F

Exams The majority of a student's grade will be determined by their performance on three in-class, written exams held on September 26, October 31, and December 10. Students must complete all three exams during the scheduled time. If a student has unavoidable travel arrangements (e.g., university athletics), it is your responsibility to contact us ASAP to discuss a possible accommodation. Some arrangements are incompatible with the requirements of the course, in which cases the student would need to take the course (offered every semester) in the future. Completing each exam during the designated period ensures fairness when assessing all students.

The exams will ask students to apply central theories and models from course material to factual or hypothetical situations that may be different from – but closely related to – ones covered in class. Exams will consist primarily of short answer and short essay questions that assess your ability to analyze and engage with the core questions and models of political science covered in lecture. Exams are not cumulative, but understanding earlier material is important because the material builds on itself throughout the semester. In the class session prior to each exam, we will allocate time to review course material. Any lecture is a great time to ask questions about course material! However, for the review sessions in particular, student should consult their notes and prepare questions in advance.

Current Events Assignments Students will also have the opportunity to demonstrate their understanding of course material by applying lessons from the course to analyze current events in three short written assignments. These assignments will provide you with supplemental information about a contemporary event in domestic, comparative, or international politics, and ask you to apply foundational theories and models from the course to this case. The essays should be two double-spaced pages, give or take a paragraph. When writing the essays, students may access lecture slides, their personal notes from the course, and current events coverage on the described case. Students may not, however, collaborate with others when completing their essay. Students are not to use artificial intelligence – such as ChatGPT – in any capacity to prepare a written response. AI-generated text is easily detected and, moreover, the focus on current events renders AI largely unhelpful for providing accurate responses. We consider any such violations as academic misconduct, which we will report to the Emory College Honor Council.

A longer essay is not necessarily a better essay! Present a clear thesis statement up front that you support with evidence throughout the remainder of the document. Each paragraph should contain a distinct idea and begin with a clear topic sentence that foreshadows the main point of the paragraph. Proofread your document before submission to ensure you present each point as clearly as possible.

Attendance/Participation Class attendance and participation constitutes 10% of the final grade. Throughout the semester, we will have interactive activities, breakout group discussions, and brief check-out forms to solicit feedback from students. These will determine your attendance/participation grade. Full credit will be awarded to students who complete 80% of these activities; grades will be scaled down proportionately for any lesser attendance/participation levels. Please do not have separate conversations during class; it is extremely distracting for everyone around you.

Beyond the grade, participating in class will greatly enhance your experience in the course. Although lecture slides will be available on Canvas, during class we will provide more detail on the material. Students are encouraged to participate and ask questions! Your engagement and questions during lecture gives us a sense of the pacing of the course and makes lecture more engaging. Fellow students likely have the same questions you do.

Late Submissions Assignments submitted 1–24 hours late will incur a 10-point penalty. Assignments submitted 24–48 hours late will incur a 20-point penalty. No assignments will be accepted 48 hours beyond the due date.

Inquiries About Course Performance Students who have questions about their grades on any exam or essay are encouraged to contact the graders (Adee and Celline) to schedule a time to meet. We are happy to explain where you lost points and to offer suggestions for how to improve on future exams and assignments. If you have lingering questions or concerns after meeting with the graders, you can speak with the instructors or contact the course email address, emorypols@gmail.com.

No Opportunities for Extra Credit This policy helps to achieve our aim of applying fair and consistent grading standards for all students. In general, extra credit opportunities are the exception rather than the rule in college-level courses.

Incomplete Grades Incomplete grades will not be granted except in the most exceptional circumstances. Any such arrangement would require an agreement between the instructors and the student prior to the end of the course.

Pass/Fail Students taking the course on a pass/fail basis must achieve a passing grade on every exam and essay (at least 60%) and earn a 70% overall to receive a passing 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.

Emergencies In rare occasions, emergency situations interfere with a student's ability to take an exam during the designated exam session or complete an essay by the due date. If an extenuating circumstance arises, contact both us and the Office of Undergraduate Education (OUE) as soon as you can. We must have external documentation to ensure fairness for all students. It is extremely important to complete assignments on time except in the most unusual circumstances. For more minor (short of hospitalization) health concerns that arise immediately before an exam, we can arrange an alternative testing site to allow you to complete exams as scheduled; please bring and wear a mask.

In general, communication is extremely important. We are reasonable people; if things arise, contact us in a prompt manner so that we can make arrangements that ensure fairness for all students.

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 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 instructor 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>. If you have questions about the instructions regarding collaboration and sources for any aspect of the course, it is your responsibility to ask the instructor.

If you have any questions about what might constitute a violation of academic integrity, please reach out to the instructor prior to the assessment.

Religious Holidays Arrangements Instructors are encouraged, not required, to accommodate students' academic needs related to religious holidays. Students are expected to inform professors by the end of the second week of class each semester of any planned religious observances that conflict with class attendance and make mutually agreeable arrangements to complete any work missed. Emory's official list of religious holidays may be found at <http://www.religiouslife.emory.edu/about-us/holidays.html>.

Title IX Reporting Every Emory employee who is informed about an allegation of sexual misconduct involving any student is required to notify a Title IX Coordinator either directly or through their relevant reporting structure. However, employees who serve in a professional role in which communications are afforded confidential status under the law (e.g., medical providers, therapists, and professional and pastoral counselors) are not bound by this requirement but may, consistent with their ethical and legal obligations, be required to report limited information about incidents without revealing the identities of the individuals involved, to a Title IX Coordinator or Deputy Title IX Coordinator. All members of the Emory community are encouraged to promptly report incidents of sexual harassment and discrimination. For more information, visit: <http://sexualmisconductresources.emory.edu/policies/index.html>.

COURSE SCHEDULE

August 29: Introduction and Course Overview

September 3: Why can't we make decisions?

September 5: We can make decisions!

- The median voter theorem is underrated
- How is Kamala Harris getting away with this? The nominee is pivoting hard to the right on immigration, so why do progressives say they can live with it?

September 10: How does the Supreme Court decide cases?

- Supreme Court overturns constitutional right to abortion
- What Gorsuch, Kavanaugh and Barrett Said About Roe at Confirmation Hearings
- Broad Public Support for Legal Abortion Persists 2 Years After Dobbs

September 12: How do primaries and voter turnout affect election results?

- State elections to test Democrats' turnout fears
- An Unsettling New Theory: There Is No Swing Voter
- Democrats are chasing a high-risk, high-reward strategy in Georgia

September 17: How do institutions affect election outcomes?

- Advantage, GOP
- Labour put 'safe' seats at risk to target marginals. It paid off – but there's a cost
- Hungary's election: Stacking the deck

September 19 Can electoral reforms improve representation?

- Murkowski, Peltola reelected in Alaska's ranked-choice voting, ABC News reports
- Washington primaries could be improved with rank choice voting

September 20: Current Events Essay I due at 5pm EDT

September 24: Buffer Day & Exam Review Session

September 26: Exam I

October 1: Why did you all show up here today?

October 3: How do we get rid of hated dictators?

- This may be the largest wave of nonviolent mass movements in world history. What comes next?
- Why Chileans rejected conservative constitution and what's next

October 8: I'd prefer someone else to do it

October 10: Why do people bother to vote?

- Why Many Americans Don't Vote
- Why young people don't vote
- Gen Z candidate will win Democratic nomination in Florida's 10th District, CNN projects

October 15: No class! Fall break

October 17: The King is dead! Who's next?

October 22: How democratic is the U.S. Constitution?

- The U.S. Lacks What Every Democracy Needs
- The Senate's Rural Skew Makes It Very Hard For Democrats To Win The Supreme Court

October 24: Can a third party win in the U.S.?

- Third parties will affect the 2024 campaigns, but election laws written by Democrats and Republicans will prevent them from winning
- Third Parties in the U.S. Political Process

October 25: Current Events Essay II due at 5pm EDT

October 29: Buffer Day & Exam Review Session

October 31: Exam II

November 5: How does the Electoral College work?

- Why an election for 330 million-plus people may still come down to so few votes
- Debating the Electoral College: Two Elections Experts Argue for and Against This Uniquely American Institution

November 7: Who accepts election results?

- Opinion: We just witnessed a coup attempt in Washington, D.C. Now we must choose: Democracy or Trump.
- When Democracy Was On The Ballot In 2022, Voters Usually Chose It

November 12/14: Why do states fight wars?

- Bargaining and War
- Why a Settlement in Ukraine Remains out of Reach
- Nearly a month in, the Russia-Ukraine war is defying all expectations

November 19/21: Why can't Israel and Palestine peacefully resolve their differences?

- Shorter background
- Longer background (not required)
- The Problem of Credible Commitment and Israel's Strategic Evaluations

November 26/28 No class! Thanksgiving break

December 3: Can institutions prevent conflict?

- July 2019: Sudan's military and civilian opposition have reached a power-sharing deal
- October 2021: The coup in Sudan, explained: A takeover by military leaders is threatening the country's democratic transition. But protests are erupting in response.
- January 2022: The uncertain fight for Sudan's democracy: Sudan's prime minister resigned this week, and protesters are in the streets, again
- April 2023: In Sudan, a power struggle between rival armed forces turns violent Sudanese citizens have fought for democracy, but the last week's hostilities threaten the transition process.

December 5: Buffer Day & Exam Review Session

December 6: Current Events Essay III due at 5pm EST

December 10: Exam III