

**Political Science 190: The Scope of Political Science
Spring 2008**

Professor Barry Rundquist

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Class time: M W 11-11:50

Classroom: 140 2BSB

Teaching Assistants: Shannon Nelson and Devon Deaton Office Hours: TBA

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This course provides an introduction to how political scientists try to understand the role of politics in society. The course divides political phenomena into three topic areas: power and markets, law and institutions, and culture and identity. Political scientists and scholars from other academic disciplines have developed a variety of theoretical and research tools to study these three topics and how they relate to one another. We will read, think about, and discuss some of the classic arguments and studies—e.g., work by Max Weber, Karl Polanyi, Friedrich Hayek, Roberto Michels, Charles Lindblom, Robert Dahl, Frederick Jackson Turner, and others. We will learn that the scope of politics includes controversial subjects like the role of government and markets, the tradeoffs between the social values of efficiency and equality and individualism and collective action, why people do and do not vote, whether American political parties should be viewed as weak or strong, whether bureaucracy is socially efficient or inefficient, the role of religious and other values in market economies and democratic politics, and generational change. These are topics that have been studied in the disciplines of history, sociology, economics, anthropology and psychology and, perhaps consistent with Aristotle's assertion that it is the "most comprehensive master science," political science draws on a wide range of inter-disciplinary studies. The course also encourages students to learn how contemporary political scientists like David Mayhew, Paul Peterson, Robert Putnam, Morris Fiorina, Ronald Inglehart, Barry Weingast, and Judith Shklar have attempted to answer questions about politics. A goal of the course is to prepare students to take more advanced substantive and methodological courses in the political science department, which offers courses in political theory, American politics, urban politics, comparative politics and international relations, and so we will try to describe the interests and typical course offerings of the current faculty.

POLS 190 is organized around the above mentioned topic areas. In addition there is

an introduction to the course and a concluding section. Lectures will normally take place on Monday and Wednesday of each week. A discussion section will meet on Friday each week. Required readings have been assembled in a packet that should be purchased in class during the first week. Some of the readings provide conceptual underpinnings for the study of politics; some are from great thinkers in political philosophy; others provide examples of how contemporary social scientists study questions about political phenomena. Many of the readings are challenging and mastering them typically requires serious and sustained effort on all of our parts. The lectures will cover some but not all aspects of the readings. Additional material not in the readings may also be covered in the lectures. Attendance at lectures is mandatory and students are required to read the material in the readings packet in order to do well in the course. Students are also required to attend and participate in the Friday discussion sections, which are designed to allow for delving more deeply into issues raised in the course and for addressing questions about the various readings and lectures.

Requirements

All students will be required to write **three short (5-7 page double-spaced typed) papers** on topics that will be announced well before the dates on which they are due. This requirement is the political science department's contribution to UIC's program for improving students' ability to write papers in their major field of study. The due date for each paper will be the Friday discussion section immediately following the last lecture for each of the three main substantive topic areas (dates are in the course schedule). You will not be adequately prepared to write these papers unless you complete all of the required reading and attend class. Papers will be graded by teaching assistants under my supervision and each will constitute **25 percent** of your grade (**75 percent** altogether). A major consideration in grading each paper will be the extent to which you consider *all eight* or so of the readings assigned for the relevant section of the course. Papers turned in late will (in the absence of a legitimate excuse) have their grade lowered by *one letter grade* for each day they are late.

Class and discussion section attendance will be graded and will count for **10%** of your course grade (You will be given one point for each class that you attend and your grade for attendance will be based on how you rank in total attendance points relative to others in the class). To encourage you to review the readings for each section as you prepare to write

your papers, there *may be* short **quizzes** (worth from **2.5** to 5 percent each) near the end of each of the three major sections of the course. There will also be a **final examination** (worth **7.5 percent**). The purpose of the *final exam* is to get you to think about relationship between the legal-institutional, social-economic, and cultural-psychological dimensions of political life. *Study questions* for each quiz and the final will be available on Blackboard, as will the notes for each lecture.

Since so much of your grade in POLS 190 is based on writing papers, some students may be tempted to rely on somebody else's work. This is *verboten*. UIC and the Political Science Department have policies on **plagiarism** and in meeting the writing requirements in POLS 190 students should abide by these policies. As quoted from the University's *Handbook for Undergraduate Studies*, UIC's policy is as follows:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgment that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgment.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

Paraphrasing of another's work or ideas without proper acknowledgment.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the university taking

further punitive action including dismissal from the University.

So, if you use something from another source, whether it is a book or article, the lectures or discussions, an internet blog, or whatever, make sure you indicate this by using quotes and/or footnoting it.

To summarize, grades in POLS 190 will be based on four things:

Papers	75%
Participation	10%
Quizzes and Final Exam	15%

Interesting Datum

According to the Commission on Safety and Abuse in America's Prisons (CSAAP), **on any given day there are 2.2 million people in prison in the US (about 1 in 140 of the population), at an annual cost of 60 billion dollars a year.** *Medical News Today, 11 January 2007*

Tentative Schedule for Spring 2008

I Introduction. Overview, Course Mechanics, and Some Key Concepts (Week 1)

Jan 14. Lecture 1. Introductions. Acquire packet of readings.

Jan 16. Lecture 2.

What is politics? What is political science? What does political science try to do?

The *flow chart* and how it frames the three major topics. What's political, what's not? Why? Power and Conflict. Approaches to studying politics.

Conflict and *contestable ideas*. Normative and descriptive knowledge. Some of the issues we will consider are:

- 1) Should individual freedom or cooperation be the basis of a political economy?
- 2) What should be the relative importance of markets and governments in a political economy?
- 3) Should societal resources be redistributed to increase social equality or should they be unequally distributed?
- 4) Are political parties, candidate- centered elections, electoral politics, or government bureaucracy more likely to produce policy change?
- 5) What is the role of cultural phenomena like the protestant ethic, the Jacksonian work ethic, the existence of the frontier in American history, post-materialism, and racism in American society and politics?
- 6) How can we tell whether or not these ideas are true?

Jan 18. First discussion section.

Jan 21. Martin Luther King Day. No class. (Week 2)

Jan. 23. Lecture 3. Policy = (f) Policy Preferences and Institutional Structures.

Definitions and Politics and Policy. Examples. Definitions of political science, markets, institutions, policy, political economy, status quo and change. *Cui Bono*.

Reciprocal causation.
The diagram.

Jan. 25. Second Discussion Section.

II Political Economy: Power and Markets (Weeks 3 thru 7)

Jan 28. Lecture 4. Introduction to Power and Markets and Why markets: For today have read Milton Friedman and Rose Friedman, “The Power of Markets.” from *Free to Choose*, Hartcourt, Brace, and Janaovich, 1980, pp. 9-37.

Jan 30. Lecture 5. Why Markets: Pros: Friedman (cont’d). Have read Lindblom Chapter 3. Start on the origins of capitalism. Have read Karl Polanyi, *The Great Transformation*, Revron Press, 1957, Chs.4-6.

Feb. 1. Third discussion section.

Feb. 4 Lecture 6. Markets: (cont’d). Polanyi, *The Great Transformation*.

Feb. 6. Lecture 7. Markets: Cons. For today, have read Charles Wolf, “Market Failure,” *Markets or Governments*, MIT Press, 1990, pp. 20-29 and Charles Lindblom, “The Limited Competence of Markets,” Chapter 6 in *Politics and Markets*

Feb. 8. Fourth discussion section

Feb. 11. Lecture 8. Why Government? Have read Charles Lindblom, *Politics and Markets*, Chapter 2.

Feb. 13. Lecture 9. Government cons. Have read Lindblom Chapter 5 and Robert Michels, “Democracy and the Iron Law of Oligarchy” in *Political Parties*, Free Press, 1949, Ch. 2.

Feb. 15 *Fifth discussion section.*

Feb. 18. Lecture 10. Democratic governments and inequality. Benjamin Page and James Simmons *What Government Can Do?*, Chapter 3,” and Friedrich A. Hayek, “Equality, Value, and Merit,” from *The Constitution of Liberty*, 1960.

Feb. 20. Lecture 11. Charles Lindblom’s argument about corporate power and polyarchy. Have read Chapters 10, 12, 13 and 14 in *Politics and Markets*.

Feb. 22. *Sixth discussion section.*

Feb. 25. Lecture 12. Markets and democracy.

Feb. 27. Lecture 13. Summary of power and markets and transition to Law and Institutions. Have read John Mueller, *Capitalism and Democracy: Ralph’s Pretty Good Grocery* Ch 9, “Democracy and Capitalism.

Feb. 29. Seventh discussion section. FIRST PAPER DUE

III Law and Institutions (Weeks 8 thru)

March 3. Lecture 14. Introduction to Law and Institutions. (What questions do we ask? What types of institutions are there?) Competitive Democratic Politics: Electoral Institutions. Have read Robert Dahl, *On Democracy*, Yale University Press, 1998, Chapter 8 (pp. 83-99) and pp. 113-114 and Jerrold G. Rusk, “*Who is Allowed to Vote: Suffrage and Election Laws,*” in *A Statistical History of the U.S. Electorate*, 2002, Chapter 2.

March 5. Lecture 15. Why abstain? Lyn Ragsdale and Jerrold Rusk, “*Who are Non-voters: Profiles from the 1990 Senate Elections,* *American Journal of Political Science*, 199 , pp. 721-726, 743-746.

March 7. Eighth discussion section.

March 10. Lecture 16. Competitive Democratic Politics: How Electoral Control works. Have read David Mayhew, *Congress: The Electoral Connection*, Yale, 1974, pp. 11-78.

March 12. Lecture 17. Competitive Democratic Politics: How Parties work. Have read John Aldrich, *Why Parties?* Chapter 1, Pp. 3-27.

March 14. Ninth discussion section.

March 17. Lecture 18. Are parties the problem? Have read Morris Fiorina, "Parties, Participation, and Representation: Old Theories Face New Realities," in *Political Science: State of the Discipline*, APSA, 2002; and David R Mayhew, "Actions in the Public Sphere," in Paul Quirk and Sarah Binder, Editors, *American Institutions of Democracy: The Legislative Branch*, (2005), pp. 63 and 91-98.

March 19. Lecture 19. How federalism works. Have read Paul Peterson, *The Price of Federalism*, Chapter 8.

March 20. Tenth discussion section.

March 24. Spring Break

March 26. Spring Break

March 28. Spring Break

March 31. Lecture 20. Bureaucratic Politics. Have read *From Max Weber: Essays in Sociology*, translated by Gerth and Mills, Galaxy 1958, pp. 196-245.

Apr. 2. Lecture 21. American Federal Bureaucracy. Daniel Carpenter, "The Evolution of National Bureaucracy in the United States," in Joel Aberbach and Mark

Peterson, Editors, *American Institutions of Democracy: The Executive Branch* (2005), pp 64-66; and Barry R Weingast, "Caught in the Middle: The President, Congress and the Political Bureaucratic System." in Joel Aberbach and Mark Peterson, Editors, *American Institutions of Democracy: The Executive Branch* (2005), pp. 333-338.

Apr. 4. Eleventh discussion section.

Apr. 7. Lecture 22. Courts and Inter-Institutional Competition. Have read John A. Ferejohn, "Judicializing Politics, Politicizing Law", *Hoover Digest*, 2003.

Apr. 9. Lecture 23. Summary of Law and Institutions and Introduction to Culture and Identity.

April 11. Twelfth discussion section. SECOND PAPER DUE

IV Culture and Identity

April 14. Lecture 24. Religion and Capitalism. Have read Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, Chapters 1, 2, and 5 and Felicia Lee, "Research Around the World Links Religion and Capitalism," *NYT*, January 31, 2004.

April 16. Lecture 25. Work and political culture. Have read Judith Shklar, *American Citizenship*, Chapter 2.

April 18. Thirteenth discussion section.

April 21. Lecture 26. The Frontier? Have read Frederick Jackson Turner, *The Frontier in American History*, Forward and Chapter ---

April 23. Lecture 27. Political Community and social capital. Have read: Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*, Chapters 1, 15, and 22, and his recent article on diversity.

April 25. *Fourteenth discussion section.*

April 28. Lecture 28. World Values Project. Have read Ronald Inglehart and Paul Abramson, "Economic Security and Value Change," APSR

April 30. Lecture 29. Race, Racism, the City, and White power. Ways of doing political science, and Overview of course. Have read Larry Bennett and Adolph Reed, Jr. "The New Face of Urban Renewal: The Near North Redevelopment Initiative and the Cabrini-Green Neighborhood," From Adolph Reed, Editor, *Without Justice for All*, 1999.

May 2. Lecture 30. Fifteenth discussion section. THIRD PAPER DUE.

IMPORTANT DATES IN POLS 190:

1/14 FIRST CLASS.

1/21 MLK DAY

2/29 FIRST PAPER DUE

3/23 SECOND PAPER DUE

3/26-3/30 SPRING BREAK

4/11 THIRD PAPER DUE

5/2 LAST LECTURE

4/30 LAST DISCUSSION SESSION AND FINAL QUIZ DUE