PSCI 511 Sec 01W   Seminar in American Political Institutions

COURSE SYLLABUS: Fall 2016

INSTRUCTOR INFORMATION

Instructor: Dr. Chad M. King

Office Location: SS-162
Office Hours: T/Th 12-1:30, W 10-12

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Arnold, R. Douglas. 1992. The Logic of Congressional Action. New Haven, CT: Yale University Press. ISBN-13: 978-0300056594

2. Mayhew, David R. 2004. Congress: The Electoral Connection. New Haven: Yale University Press. Second edition. ISBN-13: 978-0300105872

3. Neustadt, Richard E. 1991. Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan. New York: Free Press. Revised edition. ISBN-13: 978-0029227961

4. Segal, Jeffrey A. and Harold J. Spaeth. 2002. The Supreme Court and the Attitudinal Model Revisited. Cambridge: Cambridge University Press. ISBN-13: 978-0521789714

The syllabus/schedule are subject to change.

5. Skowronek, Stephen. 2011. Presidential Leadership in Political Time. Lawrence, KS: University Press of Kansas. Second edition. ISBN-13: 978-0700615742

6. Wilson, James Q. 1991. Bureaucracy: What Government Agencies Do and Why They Do It. New York: Basic Books. ISBN-13: 978-0465007851

Students will also receive a number of assigned articles to read each week. These readings will all be available online through the course site.

Course Description

This seminar focuses on current research on American political institutions. It examines topics including legislatures, elected executives, bureaucracies, and judicial institutions. Among the subjects that may receive consideration are methods of election or appointment, decision-making processes, and policy outcomes. Methods of studying these topics are critically assessed.

Specifically we consider the major three branches of government, Congress, the Executive, and the Judiciary, as well the important relationships between these institutions. Furthermore, we will consider the important theories pertaining to institutional analysis as well as review the methodogical approaches used to study political institutions.

Student Learning Outcomes

1. Students will understand and employ significant theoretical and analytical approaches to understanding American political institutions.
2. Students will understand how to initiate an original research project on American political institutions.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

1. Students will need to be familiar with and know how to use the learning management system.
2. Students will need to know how to use Microsoft Word, or some other word processing software, Microsoft PowerPoint or Adobe Presenter.

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Instructional Methods

This course will be delivered wholly online. Students will access class readings both from the required textbooks as well as the Web, primarily through the TAMU-Commerce library portal. Students will learn both from completing the assigned readings and engaging with their classmates and the instructor in discussions assignments over the assigned readings, preparing for a midterm exam, and completing a research design paper.

Student Responsibilities

1. Students will comply with any and all eCollege technical requirements in terms of training, computer access, & Internet access.
2. Regularly check the course site for announcement and updates.
3. Complete all course readings for each section of the course.
4. Participate fully in class discussions
5. Completes the Research Design paper and presentation.
6. Students will respect their fellow classmates and the instructor. This includes treating everyone with courtesy and respect in any and all correspondence for the course. For more information on this subject, please see the Student Guidebook.
7. All students will maintain the highest level of personal responsibility and academic honesty. Academic dishonesty affects all individuals at the University and accordingly will not be tolerated. For this class, academic dishonesty includes cheating, plagiarism, collusion and/or falsifying academic work. In particular, passing off work as your own that was written by someone else, without proper citation or attribution, on the midterm exam, any discussion assignment or the research design, will be considered an act of plagiarism. This holds true whether material comes from the textbook, another publication, an internet source, or another student. Any act of plagiarism on a midterm exam will result in score of 0 for the exam. Any act of plagiarism on a paper will result in on the paper. Any act of plagiarism on a discussion assignment will result in a 0 for the entire semester's discussion average. Instances of academic dishonesty may also be referred to the appropriate offices on campus and may result in significant administrative penalties.
8. Students who fail to complete more than 2 discussion assignments will be administratively dropped from the class.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 65%-69%

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F = 64% or Below

Final Grades will be based upon the following weights.

Midterm Exam	40%
Discussion Assignments	35%
Research Design Paper	25%
Final Grade	100%

Assessments

1. Discussion Assignments

Students will participate weekly in a series of discussion assignments through eCollege. Collectively these assignments are worth 40% of the final grade.

The topics will open each week at noon on Sunday and there will be two separate topics/prompts each week. For each prompt, students will make two types of posts:

1. Students will make initial posts in which they respond directly to the question(s) framed in the prompt for the week. This post should be at least 350 words long and consist of a thoughtful and analytic response to the prompt. Students should include a word count in parentheses at the end of every post. Students must make their initial post by 12 PM (noon) on Thursday of each week, though I would strongly suggest beginning sooner. Students who do not complete their initial posts by then will receive a 0 for the assignment. Please note that you will be unable to see other student's responses until you make your initial post.
2. Students will write at least two response posts to the initial posts of their classmates. These posts should be about 250 words and refer to the original poster by name. Students will have until Saturday at noon to complete their response posts.

Formatting

All posts should be well written and well organized. Students must avoid using slang, abbreviations, shorthand, "text speak" and/or emoticons. Students should use proper punctuation, capitalization, and unusual fonts. All posts should be proofread and edited.

Grading Criteria

The *syllabus/schedule are subject to change.*

Students will be graded upon two criteria. First, students are expected to make the minimum number of posts described above with the minimum number of words. Second, students are expected to respond to the posts of other students in their discussion group. Students should engage with their group members in a thoughtful discussion about the topic as well as their individual responses to the topic.

Students will receive a grade of 1, 2, 3, 4 or 5, with 5 being the highest, on each discussion assignment. (Students who do not participate fully, that is make all of the required posts of required length, will receive a 0) Grades will be based both upon the quality of the content of a student's posts, as well as the student's engagement with other students by responding to posts in the student's group. Posts that do not full answer the questions or do not respond posted will not receive full credit. Failure to proofread, edit, etc may also result in deductions.

All content submitted for discussion assignments must be a student's original submission. Any material taken from another source, including the textbook, should include a proper citation. Material which is copied or pasted from any source will be considered plagiarism as discussed above in the *Student Responsi*bilities section.

2. Midterm Exam

There will be one midterm exam. The exam will be available at 9 AM on 10/17/16 and is due no later than noon on 10/20/16. The exam is open-book, open-note and students must submit an electronic copy to the instructor via the drop box in the course site. The exam will feature 3-4 "qualifying exam" type questions for which students must prepare well-written responses. The instructor will provide more information about the exam as the date grows closer. The midterm exam is worth 35% of the final grade

3. Research Design Paper

Students will prepare an original research paper that describes and analyzes an important policy topic of their choosing. Students will receive the guidelines for this assignment during the first week of the semester. The paper will be worth 25% of the final grade.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

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- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

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ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

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The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

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By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

- The instructor will **respond** to emails within 24 hours (possibly 48 hours during weekends).
- Discussion assignments will be graded by the Wednesday following their due date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- Late work of any kind will not be accepted.

- Missed discussions assignments and the components of the research paper cannot be made up for any reason.

- If a student misses an exam, that student will receive a grade of 0 for the exam. Make-up exams will only be granted at the discretion of the instructor. Any request for a make-up exam must be made in writing and include documentation explaining why the absence was legitimate. Such a request must be received within 3 calendar days of the missed exam date, unless the student is physically unable to submit such a request. Legitimate reasons may include illness severe enough to require professional treatment, death in the immediate family, participation in University activities, and legal obligations. Please note, these reasons do not guarantee that a make-up exam will be given. Make-up exams will be exclusively essay format.

- Incompletes will be granted completely at the discretion of the instructor and only be granted in the case of serious medical illness or other serious, unavoidable circumstances and only if the students has completed at least 70% of the course work.

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE

Reading Schedule

Methodological readings

Because of the varied background and training that members of the class may have prior to starting this course, I would strongly suggest that you review the following readings in advance of the term. They will help you understand several of the research approaches/methodologies that several of the course readings employ this term.   Links to all of readings listed below that are not contained in the required textbooks are available on the course page.

- Powner, Leann. 2007. "Reading and Understanding Political Science"
- Sykes, Alan. 1992.   "1992 Coase: Alan Sykes, "An Introduction to Regression Analysis."
- Dizikes, Peter. "Explained: Regression Analysis."
- Buchanan, James. 2003. Public Choice: The Origins and Development of a Research Program. Fairfax, Va.: Center for Study of Public Choice, George Mason University.
- Thomas, George. 2005. "The Qualitative Foundations of Political Science Methodology." Perspectives on Politics 3(4): 855-866.
- Knopf. Jeffrey. 2006. Doing a Literature Review. PS Online: 123-132.
- McMenamin, Ian. 2006. Process and Text: Teaching Students to Review the Literature. PS Online: 133-135.

8/29   Introduction

- The Federalist, Nos. 10 & 51
- Ferejohn, John. "Why study institutions?" 2003.
- Dahl, Robert. 2005. "What Political Institutions Does Large-Scale Democracy Require?" *Political Science Quarterly*. 120: 187-197.
- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review.* 87: 567-576.

9/4   Studying Institutions

- Shepsle, Kenneth A. and Mark S. Bonchek. 1997. *Analyzing Politics: Rationality, Behavior, and Institutions*.
- March, James and Olsen, Johan G. 1984. "The New Institutionalism: Organizational Factors in Political Life." ***American Political Science Review.*** 78: 734-749.
- Hall, Peter A. and Rosemary Taylor, 1996. "Political Science and the Three New Institutionalisms." *Political Studies*. 44: 936-957.

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- McCool, Daniel. 1998. "The Subsystem Family of Concepts: A Critique and a Proposal." *Political Research Quarterly*. 51: 551-570.

9/11   Congress and Elections

- Mayhew, David R. 2004. *Congress: The Electoral Connection*.
- Riker, William H. 1982. "The Two-Party System and Duverger's Law: An Essay on the History of Political Science." *American Political Science Review*. 76: 753-766.
- Abramowitz, Alan I., Brad Alexander, and Matthew Gunning. 2006. "Incumbency, Redistricting, and the Decline of Competition in U.S. House Elections." *The Journal of Politics* 68: 75-88

9/18   Congressional Decision Making and Policy

- R. Douglas Arnold. 1990. *The Logic of Congressional Action*. New Haven: Yale University Press.
- Kingdon, John. 1977. "Models of Legislative Voting". *The Journal of Politics*. 39: 563-595
- Smith, Richard. 1995. "Interest Group Influence in the U.S. Congress," *Legislative Studies Quarterly.* 20: 89-139.

9/25   Congressional Process

- Heitshusen, Valerie. 2012. "Introduction to the Legislative Process in the U.S. Congress." *Congressional Research Service Report.*
- Polsby, Nelson. 1970."The Institutionalization of the U.S. House of Representatives" *American Political Science Review.* 62: 144-168.
- Shepsle, Kenneth and Barry W. Weingast, 1994. "Positive Theories of Congressional Institutions," *Legislative Studies Quarterly.* 19: 149-179.
- Binder, Sarah. (1996). "The Partisan Basis of Procedural Choice: Allocating Parliamentary Rights in the House, 1789-1990, *American Political Science Review.* 90: 8-20.

10/2   Presidency I

- Neustadt, Richard. 1991. *Presidential Power and the Modern Presidents*. New York: Free Press.
- Gronke, Paul and Brian Newman. 2003. "FDR to Clinton, Mueller to ?? A 'State of the Discipline' Review of Presidential Approval." *Political Research Quarterly* 56: 501-12.

10/9   Presidency II

- Skowronek, Stephen. 2011. *Presidential Leadership in Political Time*.

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- Ragsdale, Lyn and Theiss, John. 1997. "The Institutionalization of the American Presidency, 1924-1992." *American Journal of Political Science*. 41(1997): 1280-1318.

10/16 Presidency III

- Adkison, Danny M. and Christopher Elliott. 1997. "The Electoral College: A Misunderstood Institution." *PS: Political Science and Politics*.
- Atkeson, Lonna Rae. 1998. "Divisive Primaries and General Election Outcomes: Another Look at Presidential Campaigns." *American Journal of Political Science*.
- Gimpel, James, Karen Kaufmann, and Shanna Pearson-Merkowitz. 2007. "Battleground States versus Blackout States: The Behavioral Implications of Modern Presidential Campaigns" *The Journal of Politics*. 69: 786-797.
- Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review*.

10/23   Bureaucracy

- Wilson, James Q. 1989. *Bureaucracy: What Government Agencies Do and Why They Do It*. New York: Basic Books.
- Moe, Terry M. 1982. "Regulatory Performance and Presidential Administration." *American Journal of Political Science* 26:197-224.
- Kernell, Samuel and Michael P. McDonald. 1999. Congress and America's Political Development: The Transformation of the Post Office from Patronage to Service." *American Journal of Political Science.*

10/30   Executive/Congressional Relations

- McCubbins, Matthew, Noll, Roger, and Weingast, Barry. 1987. "Administrative Procedures as Instruments of Political Control." *Journal of Law, Economics, and Organizations*. 3: 243-277.
- Canes-Wrone, Brandice and Scott de Marchi. 2002. "Presidential Approval and Legislative Success." *American Journal of Political Science*. 64:491-509.
- Barrett, Andrew and Matthew Eshbaugh-Soha. 2007. "Presidential Success on the Substance of Legislation." *Political Research Quarterly* 60: 100-12.
- McCubbins, Mathew and Thomas Schwartz. 1984. "Congressional Oversight Overlooked: Police Patrols vs. Fire Alarms." *American Journal of Political Science.* 28: 165-179.
- Terry Moe, "Congressional Control of the Bureaucracy: An Assessment of the Positive Theory of 'Congressional Dominance." *Legislative Studies Quarterly.* 12: 475-520.

The *syllabus/schedule are subject to change.*

11/6   Judiciary: The Supreme Court

- Holmes, Oliver W. 1897. "The Path of the Law." *Harvard Law Review.* 10: 457.
- Dahl, Robert. 1957. "Decision-Making in a Democracy: The Role of the Supreme Court as a National Policy-Maker." *Journal of Public Law*. 6: 279-95.
- Segal, Jeffrey, and Spaeth, Harold. 2002. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge*:* Cambridge University Press.

11/13   "Courts and the Separation of Powers"

- Spriggs, James. 1996. "The Supreme Court and Federal Administrative Agencies: A Resource-Based Theory and Analysis of Judicial Impact." *American Journal of Political Science.* 40: 1122-1151.
- McGuire, Kevin. 1998. "Explaining Executive Success in the U. S. Supreme Court." *Political Research Quarterly* 51: 505-526.
- Hausegger, Lori and Lawrence Baum. 1999. "Inviting Congressional Action: A Study of Supreme Court Motivations in Statutory Interpretation," *American Journal of Political Science.* 43: 162-185.
- Epstein, Lee, Rene Lindstadt, Jeffrey A. Segal, and Chad Westerlad. 2006. "The Changing Dynamics of Senate Voting on Supreme Court Nominees." *Journal of Politics*. 68: 296–307.
- Whittington, Keith E. 2005. "Interpose Your Friendly Hand": Political Supports for the Exercise of Judicial Review by the United States Supreme Court." *American Political Science Review*. 99: 583-596.

11/27   Judiciary: Lower Courts

- Songer, Donald, Sheehan, Reginald, and Haire, Susan. 1999. "Do the 'Haves' Come Out Ahead Over Time? Applying Galanter's Framework to Decision of the U.S. Courts of Appeals, 1925-1988." *Law and Society Review.* 33: 811-832.
- Songer, Donald, Sheehan, Reginald. 1990. "Supreme Court Impact on Compliance and Outcomes: Miranda and New York Times in the United States Courts of Appeals". *The Western Political Quarterly*. 43: 297-316.
- Holmes, Lisa. 2007. "Presidential Strategy in the Judicial Appointment Process: "Going Public" in Support of Nominees to the U.S. Courts of Appeals." *American Politics Research* 35: 567-93.
- Randazzo, Kirk A., Richard W. Waterman, and Jeffrey A. Fine. 2006. "Checking the Federal Courts: The Impact of Congressional Statutes on Judicial Behavior." *Journal of Politics* 68: 1006-1017.

12/4   Class Paper Presentations

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