



**PSCI 511 Sec 01W Seminar in American Political
Institutions
COURSE SYLLABUS: Fall 2019**

INSTRUCTOR INFORMATION

Instructor: Dr. Chad M. King

University Email Address: chad.king@tamuc.edu

Office Location: SS-162

Office Hours: MWF 11:50-1, MW 1:50 to 2:50

Department Fax: (903)-886-5318

Meeting time and location: Students will meet weekly on Tuesdays from 8:30 PM-10:20 PM using the YouSeeU-Virtual classroom in the class page on MyLeo Online.

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours (possibly 48 hours during weekends)

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

The syllabus/schedule are subject to change.

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

Specifically we consider the major three branches of government, Congress, the Executive (Presidency and Bureaucracy), 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 methodological 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.

Instructional Methods

Students will meet weekly on Tuesdays from 8:30 PM-10:20 PM using the YouSeeU-Virtual classroom in the class page on MyLeo Online. Students will learn from both 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

- All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
- Students are expected to regularly attend class meetings over YouSeeU and arrive on time.
- Students are expected to regularly check the course site for announcements and updates.
- Students are expected to complete all course readings for each section of the course.

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- Students are expected to complete all writing assignments and exams.
- Students are expected to respect their fellow classmates and the instructor. This includes treating everyone with courtesy and esteem in any and all correspondence for the course. For more information on this subject, please see the Student Guidebook.
- Texas A&M University-Commerce does not tolerate academic dishonesty. Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments or taking exams), and abuse (destruction, defacing, or removal) of resource material. 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, 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 academic dishonesty on an exam or quiz will result in a grade of F for the semester.
- Students will comply with all myLeo Online/D2L technical requirements in terms of training, computer access, & Internet access.
- Students who miss more than two class meetings 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%
- F = 64% or Below

Final Grades will be based upon the following weights.

Class participation & discussion	40%
Midterm Exam	35%
Research Design Paper	25%
Final Grade	100%

Assessments

1. Class participation & discussion (40%)

Students will participate and discuss course content both through YouSeeU-Virtual Classroom and threaded discussion boards. The Class participation and discussion graded will be composed of three formal elements.

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- Discussion leader: Every student will be assigned as a discussion leader for 2 weeks during the term, one before the first exam and one week after. Students will be expected to lead discussion for the week, compile possible questions about the readings, bring in outside information or current events that fit the topics and make sure the discussion goes well (15%)
- Participation in class meetings: Students will be expected to participate in class discussions over the assigned readings during weekly class meetings using YouSeeU. (25%)

More information about these requirements and expectations will be provided on the course myLeo Online site.

2. Midterm Exam (35%)

There will be one midterm exam. The exam will be available at 12 Noon on 10/18 and is due no later than noon on 10/25. 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.

3. Research Design Paper (25%)

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

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

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- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	L/atest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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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- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements> or <https://bongolearn.zendesk.com/hc/en-us/articles/360003760493-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - For YouSeeU, students will need a webcam and microphone.
- 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) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

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/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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.

ACCESS AND NAVIGATION

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

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Students should rely upon e-mail, office hours, and class announcements as the primary means of communication with the instructor. I will use all of these to announce any changes to the course syllabus or other relevant information. Also, please note that the system will only send e-mail to your official University Email address, so you will need to check that account regularly. I will always try to e-mail you as soon as I can. From M-F you can expect a reply, at the latest, within 24 hours. On the weekends, I may take 48 hours to respond.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- Late work of any kind will not be accepted.
- Missed class participation, discussion leaders, 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.

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Please note, these reasons do not guarantee that a make-up exam will be given. Incompletes will be granted completely at the discretion of the instructor and only be

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.

University Specific Procedures

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>

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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 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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@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

The syllabus/schedule are subject to change.

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.

Week of 8/26 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.

Week of 9/2 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.
- McCool, Daniel. 1998. "The Subsystem Family of Concepts: A Critique and a Proposal." *Political Research Quarterly*. 51: 551-570.

Week of 9/9 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

The syllabus/schedule are subject to change.

Week of 9/16 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.

Week of 9/23 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.

Week of 9/30 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.

Week of 10/7 Presidency II

- Skowronek, Stephen. 2011. *Presidential Leadership in Political Time*.
- Ragsdale, Lyn and Theiss, John. 1997. "The Institutionalization of the American Presidency, 1924-1992." *American Journal of Political Science*. 41(1997): 1280-1318.

10/14 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*.

Week of 10/21

Midterm Exam

The syllabus/schedule are subject to change.

Week of 10/28 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*.

Week of 11/4 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.

Week of 11/11 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.

Week of 11/18 "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.

The syllabus/schedule are subject to change.

Week of 11/25 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