POS 6045: Seminar in American National Politics (3 Credit Hours)
Department of Political Science, The University of Central Florida
Fall 2012 Syllabus

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Lecture:
Tuesday, 6 to 9pm
BA 0115

Office Hours:
Tuesday 4 to 6pm
& by appointment

Prerequisites: Graduate standing or consent of the instructor

Course Syllabus:

This is the course syllabus, and should be treated as a written agreement between the professor and student. Students should refer to the syllabus for any questions pertaining to the course, grading, etc. Any deviations from this syllabus will be announced in class. Anything in this syllabus is subject to change. Therefore, students are responsible for any announcements made in class, and any information or handouts given out in class. Absence is not an excuse for ignorance.

Course Description:

Examines major aspects of the American political system, including mass behavior, public opinion, and political institutions.

Course Policies:

The class will be run as a seminar in which *everyone is expected to participate*. You must come to class prepared to discuss the assigned readings. The reading load is relatively heavy, so please allocate your time accordingly. I expect you to come to class with questions and comments about the readings. The quality of the seminar will be contingent upon your preparation and participation.

Course Goals:

- Understanding major work in the field, major sub-fields in American politics, and ongoing research debates.
- Evaluating political science research and debates
- Constructing research designs

Additional Items of Note:

- This class is a graduate seminar. Relevant concepts will be covered in foundational readings and applied using political science research and various activities. Therefore, it is imperative that students attend all classes to fully understand the research process.
- The reading associated with any of the lectures is meant to be read BEFORE that lecture.
- All writing should be readable, coherent, and follow proper rules of grammar and punctuation—and will be graded with these things in mind.
- If you have any questions, please ask.
- The best way to reach me is via email.
- You may NOT record classroom meetings (voice or video recordings). Reasonable accommodations can be made for students with disabilities—speak with me.
- Your failure to plan is not my emergency.
- All work MUST be your own.

Readings (To be completed before each class):

Required Texts:

Baglione, Lisa. 2012. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd Edition. Washington, DC: CQ Press.

Edelman, Murray. 1964. *The Symbolic Uses of Politics*. Urbana, IL: University of Illinois Press.

Schattschneider, E. E. 1960. *The Semisovereign People*. New York: Holt, Rinehart, and Winston.

Singh, Robert. Ed. 2003. *Governing America: The Politics of a Divided Democracy*. Oxford: Oxford University Press.

Required Additional Readings:

Each week you will be assigned foundational readings from the above texts, as well as various readings from journal articles (or other political science texts and manuscripts) that apply the relevant concepts from the readings. See the weekly schedule for the complete list and break-down for each week. You will access the articles via the UCF Library web-site.

The reading assignments are listed in the attached course outline. All students are expected to complete the *required readings* prior to each class session. Class sessions will be conducted as seminars and are only valuable if students are familiar with the material. A student's grade will reflect his or her participation in class. I also recommend that students regularly read and view national news. Please note that each week also includes a list of *supplemental readings*. While I do not expect you to read this material, you may want to use some of these materials for your research paper. These readings will also help you to understand the literature you should become familiar with as you proceed with your graduate career.

Some weeks also have articles designated as *Readings of Interest (not required)*. These readings are for your reference in that they are not required reading, but relate to special topics we are likely to discuss, including potential research topics. Because of your potential interest, these readings are in the packet, unlike the supplemental readings.

Grading and Responsibilities

Each component of the student's grade will be calculated on a scale of 0-100%, and will be weighted by the amount specified to compose the student's final grade.

Participation (10% of the course grade):

Students are expected to *attend all classes*. To participate you must be present. Anyone who may have problems with this rule should contact me. The student's participation will depend on the student's conduct and the quality of their participation. There are no make-ups for any missed activities, discussions, participation, etc. No late work. Any disruptive behavior, inappropriate comments, activities not related to the course, etc. will reflect poorly on the student's participation grade. See the stipulations academic misconduct, non-academic misconduct, and classroom conduct for more detail about inappropriate behavior.

Grades for participation are based on both the quantity and the quality of the participation. Doing the bare minimum number does NOT guarantee you an A. A-level work is excellent, B-level work is good, and C-level work is satisfactory.

The participation is intended to promote Active Learning. Meaning, you are interacting with each other and sharing ideas, etc. in order to fully grasp material. Active learning has been shown to enhance student outcomes (i.e. information retention and learning).

Reaction Papers (30% of the overall course grade):

The reaction papers will cover the reading for each week. You are to write a three to four-page paper (double-spaced, 11 or 12 point font) that summarizes and critiques the week's reading from a critical perspective *and/or* that develops ideas and hypotheses for your research paper.

Reaction papers do not have to be negative assessments of the readings, but a negative critique usually provides more opportunities to show your understanding of the readings. Even in a positive critique, however, you can show the weaknesses and strengths of the readings. Most often a positive critique argues how and why the authors could have gone further than they did.

All reaction papers should be typed and double-spaced. Organization, grammar, and spelling, poor execution of each makes a paper difficult to read and will likely result in a lower grade. ***You are responsible for at least three reaction papers***. Each week I will inform you as to whether or not a reaction paper is due the following week. NO LATE PAPERS.

Discussion Leader (10 % of the overall course grade)

Each student will be required to lead class discussion for the majority of one class period. The selected student will be responsible for engaging the class in discussion of the readings. I will determine which student is leading discussion in a given week. To encourage class discussion the student will summarize the week's readings and ask questions about the readings. Your discussion should review the main points of each reading, outline problems and weaknesses, and tie the readings together. To lead discussion, the student should prepare a list of questions to pose to the class. NO MAKE-UPS.

Research Design (40% of the overall course grade):

Each student will be expected to hand in a well-developed and feasible research design on a topic of their choosing. The research design will either extend existing theoretical knowledge or propose a test of some portion of an existing theoretical framework. The paper must integrate the course readings but you are free to incorporate relevant outside readings. You will be free to choose topics from any substantive policy area and any policy theory. I will provide you with more detailed instructions concerning content, format, and length early in the semester. Each student will be required to meet with me to clear his/her paper topic.

The student is required to meet with me and discuss their topic and research question. They are further required to hand in a rough draft and final version of their paper.

Each student will present their research design orally in class on either the final class session or the penultimate class session (I will make this schedule). Refer to the Baglione text for help in constructing your research design. It will be graded based on the inclusion of all necessary components as well as readability, coherence, grammar, etc. **NO LATE WORK**. I will not accept late papers or allow students to present their papers after their scheduled time. All work MUST be your own.

Presentation (10% of the overall course grade)

During the last weeks of the semester students will be required to present their research project to the class in a 20-30 minute presentation. The presentation should focus on the main elements of outlined in the guidelines for the research paper and each student should prepare handouts, overheads, or a *PowerPoint* presentation.

<u>Graduate-Level Course Specifics</u>:

The fact that you are enrolled in this class suggests that you were one of the better undergraduate students. It does not, however, mean that you will be getting an A in this course. *Earning an A* might require more diligence than you are used to. The letter grade "A" is reserved for excellence, "B" for good, and "C" for satisfactory (you should never do C-level work in a graduate class).

For an undergraduate class, it is expected that you spent a minimum of 3 hours for every credit hour studying (or 9 hours outside of class studying)—much more time than that may have been needed to achieve excellence. **This is a graduate class and requires more work than an undergraduate class**—particularly if you want to get an A. The best way to succeed in this course is to (1) spend time outside of class doing the readings, preparing for class, and doing the work, and (2) using your time effectively.

Grade Breakdown:

Participation	10%
Reaction Papers	30%
Discussion Leader	10%
Research Design	40%
Presentation	10%

Grading Scale:

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
0 - 59	F

Extra Credit:

There is no extra credit in this class.

Attendance Policy:

Students are expected to attend all classes and check in on the course web-site at least twice per week.

Late Papers and Make-Ups:

DUE DATES for the term paper and assignments are FINAL. Late work will NOT be accepted for a grade. Students are encouraged not to wait until the last minute to complete assigned work. Only under exceptional circumstances and with the permission of your professor are students allowed to make-up an exam (if the instructor is informed and gives permission prior to the scheduled exam). To qualify for this exemption from the DUE DATE rule, you must: notify me in advance of the exam/paper due date of your possible absence, AND provide a legitimate reason for your absence (death in family, serious injury, etc.). I determine the legitimacy of the documented absence. Do not anticipate any deviation from this policy.

Deadlines:

Students are encouraged not to wait until the last minute to complete assigned work. The online@UCF support is available by email Monday thru Friday 8am to 5pm and by phone from 8:30am to 4:30 pm Monday thru Friday.

If you wait until the last minute and have a technical (i.e. webcourses@UCF, Library Information Literacy Module, etc.) or any other type of issue, do not expect any deviation from the NO late work policy. Begin to complete your assigned tasks with more than enough time in case you run into troubles or take longer to complete the task than you anticipated.

Research and Writing Skills:

References required for written/class/online assignments must be relevant to our research, academic, authoritative and reliable. If you are a little shaky on academic standards governing acceptable references, ask questions of myself, or a librarian (or refer to the UCF library website).

All written communication follows standard rules of English grammar and spelling. If you are a little rusty on the standards acceptable in the academic community, go to the writing center, or ask me. All written work should be presented in a formal, professional manner; using proper language and formatting, and should be edited for grammar, spelling, and writing flow/style.

Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Academic Misconduct

Don't Plagiarize (not properly citing sources, passing off someone else's work as your own, handing in a paper written for another class, etc.). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule, the FTCL page on academic integrity, and the library web-site for further information.

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the professor in consultation with the responsible academic unit. Although the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a key part of the educational environment, the professor has the right to limit the scope and duration of these interactions.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the professor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Golden Rule Student Handbook also defines potential sanctions for these types of infractions.

Examples of inappropriate behavior include, but are not limited to: text messaging, talking or using cell phones, (turn off cell phones prior to class), surfing the internet, listening to music, downloading music, watching movies, checking scores, cursing, using offensive or inappropriate language of any kind, name calling, inappropriate actions of any kind, etc. Any student acting in a disruptive manner may be asked to leave the classroom and will forfeit participation and attendance credit.

Classroom Conduct:

Turn off all cell phones: **Each time a cell phone rings during class**, *everyone* will lose one point from their final grade, but if the professor's cell phone rings then everyone will receive an extra point on their final grade. In-class disturbances waste your classmates' time and money (tuition). Also, please do not read the newspaper, use class time to sleep, do work for other classes, or listen to music during class.

Classroom Expectations

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://www.goldenrule.sdes.ucf.edu/ for further details.
2. Don't turn in late assignments. Late submissions will result in a zero (will not be accepted).
3. Keep up with the reading and tasks. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss a quiz. Missed quizzes may not be retaken. No make-ups
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.
6. No make-ups on missed assignments, activities, discussions, quizzes, exams, and/or papers.

Web Useage and Hints

Computer Useage:

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Instructor Availability

Students wishing to meet with me can do so before or after class, during office hours (listed at top of first page), or by appointment. Please be aware that the easiest way to reach me is via e-mail.

E-Mail:

I will communicate with you through e-mail to answer questions regarding class assignments and exams. Regarding exams, I will *not* give exact answers for possible exam questions, but rather will provide information to help you find the answers. Professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail.

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See www.knightsemail.ucf.edu for further information.

E-mail will be an integral part of this course. Make sure you:

1. Check your webcourses e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. DO NOT email me hours (24 or less) before something is due to ask me questions about it. You need to stay on task so that I have an appropriate amount of time to read the message and respond (generally, that is 48 hours).

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

I will communicate with you through the webcourses sites e-mail to answer questions regarding class assignments and exams. Regarding exams, I will *not* give exact answers for possible exam questions, but rather will provide information to help you find the answers. Professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail. In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional.

Webcourses:

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself. I will post the lecture outlines, study guides and lab

assignments on the webcourse. If you are not familiar with this web site or you need more information please let me know.

Privacy: Access to the webcourse is extended to you for the duration of your enrollment in the course, providing that you comply with class and school policies. You may not share that access with another person who is not enrolled in the course. Students who do so violate the privacy of other students as well as school policy. The act may lead to the violator being denied access to the webcourse shell.

On occasion, I permit others to enter the course, to critique my work, to view the operations of the course, or to work on a technical problem. For the entire term, my technical consultant has access to the course to provide continuity for you should the unexpected happen to me.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. Do not use emoticons, causal abbreviations, or other non professional forms of communication in this course. Use words in an appropriate fashion.

The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

Discussion Topics

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources
- UCF Computer Service Desk – You can also call the Service Desk at 407-823-5117.
- Learning Online This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
- Hardware/Software Requirements
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

In addition, the notes, lectures, videos, handouts, etc. provided by the professor are owned by the professor and considered intellectual property. All intellectual property is safeguarded by copyright law and is not to be shared, distributed, etc. without the professor's consent.

Students with Disabilities

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Schedule (Tentative)—Instructor reserves the right to change or alter the schedule.

Week 1: Introduction and Rationale for the Course
August 21

No Required Readings but here are some suggested readings to introduce you to the course

Madison, James. *The Federalist Papers*

The U.S. Constitution

Singh, Robert. 2003. *Governing America: The Politics of a Divided Democracy*. Oxford: Oxford University Press.

Week 2: American Culture and American Exceptionalism
August 28

Required Reading

Singh, Robert. 2003. "Introduction." In *Governing America*, Robert Singh, ed. Oxford: Oxford University Press.

Cox, Michael. 2003. "America and the World." In *Governing America*, Robert Singh, ed. Oxford: Oxford University Press.

Gonzalez, Francisco E., and Desmond S. King. 2003. "The United States as a Divided Democracy." In *Governing America*, Robert Singh, Ed. Oxford: Oxford University Press.

Hodder-Williams, Richard. 2003. "The U.S. Constitution." In *Governing America*, Robert Singh, ed. Oxford: Oxford University Press.

Moe, Terry M. 2005. "Power and Political Institutions." *Perspectives on Politics* 3(2):215-234.

Cook, Timothy E., and Paul Gronke. 2005. "The Skeptical American: Revisiting the Meanings of Trust in Government and Confidence in Institutions." *Journal of Politics* 67(3):784-803.

Supplemental Reading

Hartz, Louis. 1986. "The Concept of a Liberal Society," In *Classic Readings in American Politics*, Pietro S. Nivola and David H. Rosenbloom, eds. New York: St. Martin's Press. Pp. 15-21.

Lipset, Seymour Martin. 1986. "Formulating a National Identity." In *Classic Readings in American Politics*, Pietro S. Nivola and David H. Rosenbloom, eds. New York: St. Martin's Press. Pp. 22-28.

Dahl, Robert A. 1956. *A Preface to Democratic Theory*. Chicago: The University of Chicago Press.

Dahl, Robert. 1961. *Who Governs?* Yale University Press.

Dahl, Robert A. "Further Reflections on the Elitist Theory of Democracy." *American Political Science Review* 60(June): 296-305.

Bacharach, Peter and Morton Baratz. 1962. "The Two Faces of Power." *American Political Science Review* 56(December):947-952.

Walker, Jack L. 1966. "A Critique of the Elitist Theory of Democracy." *American Political Science Review* 60 (June): 285-295.

McClosky, Herbert, and John Zaller. 1984. *The American Ethos: Public Attitudes Toward Capitalism and Democracy*. Cambridge: Harvard University Press.

Nardulli, Peter F. 1990. "Political Subcultures in the American States: An Empirical Examination of Elazar's Formulation." *American Politics Quarterly*. 18:287-315.

Lipset, Seymour Martin. 1991. "American Exceptionalism Reaffirmed." In *Is America Different*? *A New Look at American Exceptionalism*, Byron Shafer, ed. New York: Oxford University Press.

Shafer, Byron E. 1991. *Is America Different? A New Look At American Exceptionalism*. New York: Oxford University Press.

Baumgartner, Frank R. and Bryan D. Jones. 1993. *Agendas and Instability in American Politics*. Chicago: The University of Chicago Press.

Ellis, Richard. 1993. *American Political Cultures*. New York: Oxford University Press.

Lieske, Joel. 1993. "Regional Sub-Cultures of the United States." *Journal of Politics* 55:888-913.

Shafer, Byron E. 1997. *Present Discontents: American Politics In The Very Late Twentieth Century*. Chatham, NJ: Chatham House Publishers.

Wildavsky, Aaron B., Richard Ellis, and M. Thompson. 1997. *Culture Matters: Essays In Honor of Aaron Wildavsky*. Boulder, CO: Westview Press.

Kingdon, John W. 2003. *Agendas, Alternatives and Public Policy*. 3rd. ed. Harper Collins.

Shafer, Byron E. 2002. *The State of American Politics*. Lanham: Rowman & Littlefield.

Shapiro, E. 2003. "The Maturation of American Identity: A Study of the Elections of 1996 and 2000 and the War Against Terrorism." *Organisational and Social Dynamics* 3(1):121-133.

Fiorina, Morris P., Paul E. Peterson, and D. Stephen Voss. 2005. *America's New Democracy*. 2nd ed. New York: Pearson/Longman.

Keele, Luke. 2005. "The Authorities Really Do Matter: Party Control and Trust in Government." *Journal of Politics* 67(3):873-886.

Week 3: Institutions: Federalism and Intergovernmental Relations
Sep. 4

Required Reading

Madison, James. 2000. "Federalist No. 39." In *American Intergovernmental Relations*, 3rd Ed., Laurence J. O'Toole, Jr. ed. Washington, DC: CQ Press. Pp. 37-43.

Francis, John. 2003. "Federalism." in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press.

Robertson, David Brian. 2005. "Madison's Opponents and Constitutional Design." *American Political Science Review* 99(2):225-244.

Schattschneider, E. E. 1960. *The Semisovereign People*. New York: Holt, Rinehart, and Winston. (read chapter 1)

Roberts, Patrick S. 2005. "Shifting Priorities: Congressional Incentives and the Homeland Security Granting Process." *Review of Policy Research* 22(4):437-50.

Allen, Mahalley D., Carrie Pettus, and Donald P. Haider-Markel. 2004. "Making the National Local: Specifying the Conditions for National Government Influence on State Policymaking" *State Politics and Policy Quarterly* 4(3):318-344.

Supplemental Reading

Diamond, Martin. 2000. "What the Framers Meant by Federalism," In *American Intergovernmental Relations*, 3rd Ed., Laurence J. O'Toole, Jr. ed. Washington, DC: CQ Press. Pp. 44-54.

Derthick, Martha. 2000. "Ways of Achieving Federal Objectives" In *American Intergovernmental Relations*, 3rd Ed., Laurence J. O'Toole, Jr. ed. Washington, DC: CQ Press. Pp. 175-187.

Beer, Samuel. 2000. "The Idea of the Nation" In *American Intergovernmental Relations*, 3rd Ed., Laurence J. O'Toole, Jr. ed. Washington, DC: CQ Press. Pp. 337-350.

Walters, Jonathan. 2007. "Intergovernmental Relations and Federalism: Its Past, Present and Future, and Does Anyone Care?" In *American Intergovernmental Relations*, 4th Ed., Laurence J. O'Toole, Jr. ed. Washington, DC: CQ Press. Pp. 345-354.

Kenyon, Cecelia M. 1955. "Men of Little Faith: The Anti-Federalists on the Nature of Representative Government." *The William and Mary Quarterly*, 3rd Series, 12(1):3-43.

Morgan, Robert J. 1974. "Madison's Theory of Representation in the Tenth Federalist." *The Journal of Politics* 35(4): 852-885.

Dubnick, Mel, and Alan Gitelson. 1981. "Nationalizing State Policies." In *The Nationalization of State Government*, ed. Jerome J. Hanus. Lexington, MA: Lexington Books.

Reagan, Ronald. "State of the Union." 1982.

Hedge, David M. 1983. "Fiscal Dependency and the State Budget Process." *Journal of Politics* 45:198-208.

Kettl, Donald F. 1983. *The Regulation of American Federalism*. Baton Rouge, LA: Louisiana State University Press.

Hamilton, Christopher, and Donald T. Wells. 1990. *Federalism, Power, and Political Economy*. Englewood Cliffs, NJ: Prentice Hall.

Lowry, William. 1992. *The Dimensions of Federalism: State Governments and Pollution Control Policies*. Durham, NC: Duke University Press.

Krane, Dale. 1993. "American Federalism, State Governments, and Public Policy: Weaving Together Loose Theoretical Threads." *PS: Political Science and Politics* 26:186-91.

Volden, Craig. 1997. "Entrusting the States with Welfare Reform" In *The New Federalism: Can the States be Trusted*? Edited by, John Ferejohn and Barry Weingast.

O'Toole, Laurence J. Jr. ed. 2000. 3rd ed. *American Intergovernmental Relations*. Washington, DC: CQ Press.

Preemption symposium in July 2005 *PS: Political Science and Politics* 38(3):359-378

Week 4: Institutions: Congress
Sep. 11

Required Reading

Owens, John E. 2003. "Congress," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 189-214.

Miller, Warren E., and Donald E. Stokes. 1963. "Constituency Influence in Congress." *American Political Science Review* 57(1):45-56.

Fenno, Richard. 1977. "U.S." House Members in Their Constituencies: An Exploration." *American Political Science Review* 71(3):883-918.

Carson, Jamie, and Erik J. Engstrom. 2005. "Assessing the Electoral Connection: Evidence from the Early United States." *American Journal of Political Science* 49(4):746-757.

Krehbiel, Keith, and Kenneth A. Shepsle, and Barry R. Weingast. 1987. "Why Are Congressional Committees Powerful." *American Political Science Review* 81(3):929-945.

Evans, Diana. 1994. "Policy and Pork: The Use of Pork Barrel Projects to Build Policy Coalitions in the House of Representatives." *American Journal of Political Science* 38(4):894-917.

Readings of Interest (not required)

Mayhew, David. 1974. "Congress: The Electoral Connection," In *Principles and Practice of American Politics*, 2nd ed, Samuel Kernell and Steven S. Smith, eds. Washington, DC: CQ Press. Pp.246-254.

Dodd, Lawrence. 1993. "Congress and the Politics of Renewal: Redressing the Crisis of Legitimation." In *Congress Reconsidered*. 5th ed. Lawrence Dodd and Bruce Oppenheimer, eds. Washington, DC: CQ Press. Pp. 417-446.

Smith, Steven S. 2007. "Congressional Trends," In *Principles and Practice of American Politics*, Samuel Kernell and Steven S. Smith, eds. Washington, DC: CQ Press. Pp. 254-273.

, 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(1):75-88.

<u>*Supplemental Reading*</u>

Fiorina, Morris P. 1974. *Representatives, Roll Calls, And Constituencies*. Lexington, MA: Lexington Books.

Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.

Mayhew, David R. 1974. "Congressional Elections: The Case of the Vanishing Marginals." *Polity* 6:295-317.

Fiorina, Morris. 1977. "The Case of the Vanishing Marginals." *American Political Science Review* 71(1): 177.

Fenno, Richard F, Jr. *Watching Politicians: Essays on Participant Observation*.

Shepsle, Kenneth. 1988. "Representation and Governance: The Great Legislative Tradeoff." *Political Science Quarterly* 103(3):461-483.

Fiorina, Morris P. 1989. *Congress, keystone of the Washington establishment*. 2nd ed. New Haven: Yale University Press.

Smith, Steven S. 1989. *Call to Order: Floor Politics in the House and Senate*. Washington, DC: Brookings Institute.

Hibbing, John. Ed. 1990. *The Changing World of the U.S. Senate*. Berkeley, CA: IGS Press.

Arnold, R. Douglas. 1992. *The Logic of Congressional Action*. Yale University Press.

Aldrich, John. 1995. *Why Parties?* University of Chicago Press.

Fox, Richard Logan. 1997. *Gender Dynamic in Congressional Elections*. Thousand Oaks, CA: Sage Publications.

Jacobson, Gary C. 1997. *The Politics of Congressional Elections*. 4th ed. New York: Longman.

Brady, David W., John F. Cogan, and Morris P. Fiorina. 2000. *Continuity and change in House elections*. Stanford, Calif.: Stanford University Press: Hoover Institution Press.

Huber and Shipan, 2000. "The Costs of Control: Legislators, Agencies, and Transaction Costs." *Legislative Studies Quarterly* 25: 25-52.

Dodd, Lawrence C. and Bruce I. Oppenheimer. 2001. *Congress Reconsidered* (7th. Ed.)

Washington, D.C.: Congressional Quarterly Press.

Huber, Shipan, and Pfahler. 2001. Legislatures and Statutory Control of Bureaucracy." *American Journal of Political Science* 45(April): 330-345.

Polsby, Nelson. 2004. *How Congress Evolves: Social Bases of Institutional Change*. New York: Oxford University Press. Read Pp. vii-xi, 3-6, 109-155.

Mayhew, David R. 2005. 2nd ed. *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-2002*. New Haven: Yale University Press.

Week 5: Institutions: The Presidency and Executive Branch
Sep. 18

Required Reading

Hart, John. 2002. "The Presidency," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 169-188.

Rom, Mark Carl. 2002. "The Federal Bureaucracy," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 215-228.

Whittington, Keith E., and Daniel P. Carpenter. 2003. "Executive Power in American Institutional Development." *Perspectives on Politics* 1(3):495-513

Kleinerman, Benjamin A. 2005. "Lincoln's Example: Executive Power and the Survival of Constitutionalism." *Perspectives on Politics* 3(4):801-816.

Supplemental Reading

Jacobson, Gary C. 2006. "Partisan Polarization in Presidential Support: The Electoral Connection." In *Readings in Presidential Politics*, George C. Edwards III, ed. Belmont, CA: Thomson Wadsworth. Pp. 69-108.

Shapiro, Robert Y., and Lawrence R. Jacobs. 2003. "Polling and the White House," In *The Presidency: Classic and Contemporary Readings*, Jeffrey Cohen and David Nice, eds. Boston: McGraw Hill. Pp. 156-173.

Edwards III, George C. 2006. "The Limits of the Bully Pulpit." In *Readings in Presidential Politics*, George C. Edwards III, ed. Belmont, CA: Thomson Wadsworth. Pp. 183-212.

Neustadt, Richard E. 2003. "The Power to Persuade," In *The Presidency: Classic and Contemporary Readings*, Jeffrey Cohen and David Nice, eds. Boston: McGraw Hill. Pp. 20-36.

Moe, Terry M. 1993. "Presidents, Institutions and Theory," in *Researching the Presidency: Vital Questions, New Approaches*. Edwards, Kessel, and Rockman, eds. Pittsburgh: University of Pittsburgh Press. Pp. 337-386.

Tulis, Jeffrey K.. 2003. "The Two Constitutional Presidencies," In *The Presidency and the Political System*. 7th ed. Washington, DC: CQ Press. Pp. 79-110.

Burke, John P. 2003. "The Institutional Presidency" In *The Presidency and the Political System*. 7th ed. Washington, DC: CQ Press. Pp. 399-424.

Neustadt, Richard E. 1960. *Presidential Power: The Politics of Leadership*. New York: John Wiley and Sons.

Barber, James D. 1972. *The Presidential Character: Predicting Performance in the White House*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Kernell, Samuel. 1978. Explaining Presidential Popularity. *American Political Science Review* 72(1978): 506-522.

King, Gary, and Lyn Ragsdale. 1988. *The Elusive Executive: Discovering Statistical Patterns in the Presidency*. Washington, DC: CQ Press.

Neustadt, Richard E. 1990. *Presidential Power and The Modern Presidents*. New York: The Free Press.

Brace, Paul, and Barbara Hinckley. 1991. "The Structure of Presidential Approval: Constraints within and across Presidencies." *The Journal of Politics* 53(4):993-1017.

Quirk, Paul J. 1991. "What Do We Know and How Do We Know It? Research on the Presidency." In *Political Science: Looking to the Future, Volume 4, American Institutions*. ed. William Crotty. Evanston, IL: Northwestern University Press.

Wilson, James Q. 1991. *Bureaucracy: What Government Agencies Do and Why They Do It*. New York: Basic Books.

Hershey, Marjorie Randon. 1992. "The Constructed Explanation: Interpreting Election Results in the 1984 Presidential Race." *The Journal of Politics* 54 (4):943-976.

Brace, Paul, and Barbara Hinckley. 1993. "George Bush and the Costs of High Popularity: A General Model with a Current Application." *PS: Political Science and Politics* 26(3):501-506.

Brace, Paul, and Barbara Hinckley. 1993. "Presidential Activities from Truman through Reagan: Timing and Impact." *The Journal of Politics* 55(2):382-398.

Edwards, George C., III, John H. Kessel, and Bert A. Rockman, eds. 1993. *Researching the Presidency: Vital Questions, New Approaches*. Pittsburgh: University of Pittsburgh Press.

Covington, A. 1995. "Presidency-Augmented" Model of Presidential Success on House Roll Call Votes." *American Journal of Political Science* 39(Nov): 1001-1024.

Stone, Walter J., Ronald B. Rapoport, and Lonna Rae Atkeson. 1995. "A Simulation Model of Presidential Nomination Choice." *American Journal of Political Science* 39(1):135-61.

Hooten, Cornell G. 1997. *Executive Governance: Presidential Administrations and Policy Change in the Federal Bureaucracy*. M.E. Sharpe.

Iii, George C. Edwards, and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *Journal of Politics* 59(1):200-212.

Pfiffner, James P., and Roger H. Davidson. eds. 1997. *Understanding the Presidency*. New York: Longman.

Ragsdale, Lyn 1997. "The Institutionalization of the American Presidency, 1924-1992." *American Journal of Political Science* 41: 1280.

Ellis, Richard. 1999. *Founding The American Presidency*. Lanham, MD: Rowman & Littlefield.

Milkis, Sidney M., and Michael Nelson. 1999. *The American Presidency: Origins and Development, 1776-1998*. Washington, DC: CQ Press.

Nelson, Michael, ed. 1999. *The Evolving Presidency*. Washington, DC: CQ Press.

Norrander, Barbara. 2000. "The End Game in Post-Reform Presidential Nominations." *Journal of Politics* 62 (4):999-1013.

Baker, William D., and John R. Oneal. 2001. "Patriotism or Opinion Leadership? The Nature and Origins of the "Rally 'Round the Flag" Effect." *Journal of Conflict Resolution* 45 (5):661-687.

Greenstein, Fred I. 2001. "George W. Bush and the Ghosts of Presidents Past." *PS: Political Science and Politics* 34 (1):77-80.

Mayer, Kenneth R. 2001. *With the Stroke of a Pen: Executive Orders and Presidential Power*. Princeton, NJ: Princeton University Press.

Nicholson, Segura, and Woods, Presidential Approval and the Mixed Blessing of Divided Government. *Journal of Politics*, 44:3 (2002): 701-720

Edwards, George C. III. 2003. *On Deaf Ears: The Limits of the Bully Pulpit*. New Haven: Yale University Press.

Nelson, Michael R. 2003. *The Presidency and the Political System*, 7th. ed. Washington, D.C.: Congressional Quarterly Press.

Jenkins-Smith, Hank C., Carol L. Silva, Richard W. Waterman. 2005. "Micro- and Macrolevel Models of the Presidential Expectations Gap." *Journal of Politics* 67(3):690-715.

Eshbaugh-Soha, Matthew. 2005. "The Politics of Presidential Agendas." *Political Research Quarterly* 58(2):257-268.

Wood, B. Dan, Chris R. Owens, and Brandy M. Durham. 2005. "Presidential Rhetoric And the Economy." *Journal of Politics* 67(3):627-645.

Week 6: Institutions: The Federal Judiciary
Sep. 25

Research Question Discussed with Professor by start of class

Required Reading

Hodder-Williams, Richard. 2003. "The Federal Judiciary," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 147-168.

Dahl, Robert A. 1957. "Decision-making in a Democracy: The Supreme Court as a National Policy-Maker." *Journal of Public Law* 6:279-95

Casper, Jonathan D. 1976. "The Supreme Court and National Policy-making." *American Political Science Review* 70(1):50-63.

Baum, Lawrence. 2003. "The Supreme Court in American Politics." *Annual Review of Political Science* 6(1):161-80.

Segal, Jeffrey A., and Albert D. Cover. 1989. "Ideological Values and the Votes of U.S. Supreme Court Justices." *American Political Science Review* 83(2):557-564.

Maltzman, Forrest, and Paul Wahlbeck. 1996. "Strategic Policy Considerations and Voting Fluidity on the Burger Court." *American Political Science Review* 90(3): 581-592.

Readings of Interest (not required)

Johnson, Timothy R., and Andrew D. Martin. 1998. "The Public's Conditional Response to Supreme Court Decisions." *American Political Science Review* 92 (June): 299-309.

Exchange over *The Hollow Hope*
Feeley, Malcolm M. 1992. "Hollow Hopes, Flypaper, and Metaphors." *Law & Social Inquiry* 17(4):745-760.

McCann, Michael W. 1992. Reform Litigation on Trial. Law & Social Inquiry 17 (4):715-743.

Rosenberg, Gerald N. 1992. "Hollow Hopes and Other Aspirations: A Reply to Feeley and McCann." *Law & Social Inquiry* 17 (4):761-778.

Supplemental Reading

Murphy, Walter F. 1964. *Elements of Judicial Strategy*. Chicago: University of Chicago Press.

Johnson, Charles A., and Bradley C. Canon. 1984. *Judicial Policies: Implementation and Impact*. Washington, D.C.: Congressional Quarterly.

Caldeira, Gregory A. 1986. "Neither the Purse Nor the Sword: Dynamics of Public Confidence in the Supreme Court." *American Political Science Review* 80:1209-26.

Caldeira, Gregory A. 1987. "Public Opinion and The U.S. Supreme Court: FDR's Court-Packing Plan." *American Political Science Review* 81(4):1139-1153.

Marshall, Thomas R. 1987. "The Supreme Court as an Opinion Leader." *American Politics Quarterly* 15: 147-68.

Marshall, Thomas R. 1988. "Public Opinion, Representation, and the Modern Supreme Court." *American Political Science Quarterly* 16:296-316.

Franklin, Charles H. and Liane C. Kosaki. 1989. "Republican Schoolmaster: The U.S. Supreme Court, Public Opinion, and Abortion." *American Political Science Review* 83:751-771.

Eskridge, William N., Jr. 1991. "Overriding Supreme Court Statutory Interpretation Decisions." *Yale Law Journal* 101:331-445.

Rosenberg, Gerald N. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press.

Caldeira, Gregory A., and James L. Gibson. 1992. "The Etiology of Public Support for the Supreme Court." *American Journal of Political Science* 36:635-64.

Mishler, William, and Reginald Sheehan. 1993. "The Supreme Court as a Counter-Majoritarian Institution?" *American Political Science Review* 87(1):87-100.

Wlezien, Christopher B., and Malcolm L. Goggin. 1993. "The Courts, Interest Groups, and Public Opinion About Abortion." *Political Behavior* 15(4): 381-405.

Davis, Richard. 1994. *Decisions and Images: The Supreme Court and the Press*. Englewood Cliffs, NJ: Prentice Hall.

Mondak, Jeffrey J. 1994. "Policy Legitimacy and the Supreme Court: The Sources and Contexts of Legitimation." *Political Research Quarterly* 47:675-692.

Norpoth, Helmut, Jeffrey A. Segal, William Mishler, and Reginald Sheehan. 1994. "Popular Influence on Supreme Court Decisions." *American Political Science Review* 88:711-24.

Brace, Paul, and Melinda Gann Hall. 1995. Studying Courts Comparatively: The View From the American States." *Political Research Quarterly*. 48(1):5-28.

Brace, Paul R., and Melinda Gann Hall. 1997. "The Interplay of Preferences, Case Facts, Context, and Rules in the Politics of Judicial Choice." *Journal of Politics* 59(4):1206-1231.

Epstein, Lee and Jack Knight. 1997. *The Choices Justices Make*. Washington, D.C.: Congressional Quarterly Press.

Mondak, Jeffery J. and Shannon Ishiyama Smithey. 1997. "Dynamics of Public Support for the Supreme Court." *Journal of Politics* 57:1114-42.

Grosskopf, Anke, and Jeffery J. Mondak. 1998. "Do Attitudes Toward Specific Supreme Court Decisions Matter? The Impact of *Webster* and *Texas v. Johnson* on Public Confidence in The Supreme Court." *Political Research Quarterly* 51:633-54.

Durr, Robert H., Andrew D. Martin, and Christina Wolbrecht. 2000. "Ideological Divergence and Public Support for the Supreme Court." *American Journal of Political Science* 44(4):768-776.

Brace, Paul, Melinda Gann Hall, and Laura Langer. 2001. "Placing State Supreme Courts in State Politics." *State Politics and Policy Quarterly* 1(1):83-112.

Gibson, James L., Gregory A. Caldeira, and Lester Kenyatta Spence. 2003. "The Supreme Court and the US Presidential Election of 2000: Wounds, Self-Inflicted or Otherwise?" *British Journal of Political Science* 33(4):535-556.

Nicholson, Stephen P., and Robert M. Howard. 2003. "Framing Support for the Supreme Court in the Aftermath of *Bush v. Gore*." *The Journal of Politics* 65(3):676-695.

Corley, Pamela C., Robert M. Howard, and David C. Nixon. 2005. "The Supreme Court and Opinion Content: The Use of the Federalist Papers." *Political Research Quarterly* 58(2):329-340.

Week 7: Behavior: Public Opinion
Oct. 2

Required Reading

Selections from Niemi and Weisberg (1993) *Classics in Voting Behavior*. CQ Press. Introduction, Ideology

Converse, Philip E. 1993. "The Stability of Belief Elements Over Time." In *Classics in Voting Behavior*, ed. Richard G. Niemi and Herbert F. Weisberg. Washington, DC: CQ Press. Pp. 54-61.

Nie, Norman H., and Kristi Anderson. 1993. "Mass Belief Systems Revisited: Political Change and Attitude Structure," In *Classics in Voting Behavior*, ed. Richard G. Niemi and Herbert F. Weisberg. Washington, DC: CQ Press. Pp. 62-65.

Sullivan, John L., James E. Pierson, and George E. Marcus. 1993. "Ideological Constraint In the Mass Public: A Methodological Critique and Some New Findings," In *Classics in Voting Behavior*, ed. Richard G. Niemi and Herbert F. Weisberg. Washington, DC: CQ Press. Pp. 66-73.

Zaller, John. 1991. "Information, Values, and Opinion." *American Political Science Review* 85(4):1215-1237.

Zaller, John, and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science* 36(3):579-616.

You could skim some of the Issue/Opinion chapters in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press.

Readings of Interest (not required)

Stimson, James A., Michael B. MacKuen, and Robert S. Erikson. 1995. "Dynamic Representation" *American Political Science Review* 89(3):543-565.

Jacoby, William G. 2006. "Value Choices and American Public Opinion." *American Journal of Political Science* 50(3):706-723.

Barabas, Jason. 2006. "Rational Exuberance: The Stack Market and Public Support For Social Security Privatization." *The Journal of Politics* 68(1):50-61.

Supplemental Reading

Converse, Philip E. 1962. "Information Flow and the Stability of Partisan Attitudes." *Public Opinion Quarterly* 26(2): 578-599.

Converse, Philip E. 1964. "The nature of beliefs systems in mass publics." In D.E. Apter (ed). Ideology and Discontent. New York: Free Press.

Nie and Anderson. 1974. "Mass Belief Systems Revisited: Political Change and Attitude Structure." *Journal of Politics* 36:540-587.

McClosky, Herbert and John Zaller. 1984. *The American Ethos: Public Attitudes*

Toward Capitalism and Democracy. Cambridge, MA: Harvard University Press.

Abramowitz, Alan I., David J. Lanoue, and Subha Ramesh. 1988. "Economic Conditions, Causal Attributions, and Political Evaluations in the 1984 Presidential Election." *Journal of Politics* 50(4):848-63.

Carmines and Stimson, 1990. *Issue Evolution*.

Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

Alvarez, R., Michael, and John Brehm. 1995. "American Ambivalence Toward Abortion Policy: Development of a Heteroskedastic Probit Model of Competing Values." *American Journal of Political Science* 39(4):1055-1082.

Parker, Suzanne L. 1995. "Toward an Understanding of "Rally" Effects: Public Opinion in the Persian Gulf War." *Public Opinion Quarterly* 59(4):526-546.

Cobb, Michael D., and James H. Kuklinski. 1997. "Changing Minds: Political Arguments and Political Persuasion." *American Journal of Political Science* 41(1):88-121.

Stimson, James A. 2004. *Tides of Consent: How Public Opinion Shapes American Politics*. Cambridge, UK: Cambridge University Press.

Weisberg, Herbert F. 2005. "The Structure and Effects of Moral Predispositions in Contemporary American Politics." *Journal of Politics* 67(3):646-668.

Week 8: Institutions and Behavior: The Media
Oct. 9

Required Reading

Lentini, Pete. 2003. "The Mass Media." in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 130-146.

(Book) Edelman, Murray. 1964. *The Symbolic Uses of Politics*. Urbana, IL: University of Illinois Press.

Hetherington, Marc J. 1996. "The Media's Role in Forming Voters' National Economic Evaluations in 1992." *American Journal of Political Science* 40(2):372-95.

Berinsky, Adam, and Donald R. Kinder. 2006. "Making Sense of Issues Through Media Frames: Understanding the Kosovo Crisis." *The Journal of Politics* 68(3):640-656.

Baumgartner, Jody, and Jonathan S. Morris. 2006. "*The Daily Show* Effect: Candidate Evaluations, Efficacy, and American Youth." *American Politics Research* 34(3):341-367.

Readings of Interest (not required)

Jerit, Jennifer, Jason Barbara, and Toby Bolsen. 2006. "Citizens, Knowledge, and the

Information Environment." *American Journal of Political Science* 50(2):266-282.

Supplemental Reading

Iyengar, Shanto, and Donald R. Kinder. 1987. *News That Matters: Television and American Opinion*. Chicago: The University of Chicago Press.

Cohen, et. al. 1988. Perceived Impact of Defamation. *Public Opinion Quarterly*.

Edelman, Murray J. 1988. *Constructing the Political Spectacle*. Chicago: University of Chicago Press.

Iyengar, Shanto. 1990. "Framing responsibility for political issues: The case of poverty." *Political Behavior*, 12(1):19-40.

Iyengar, Shanto. 1991. *Is Anyone Responsible? How Television Frames Political Issues*. Chicago: University of Chicago Press.

Hershey, Marjorie. 1992. "The Constructed Explanation: Interpreting Election Results in the 1984 Presidential Race." *JOP* 54: 943-975.

Gamson, William A., and Gadi Wolfsfeld. 1993. "Movements and Media as Interacting Systems. *The Annals of the American Academy of Political and Social Science* 528:114-125.

Price, Vincent and John Zaller. 1993. "Who Gets the News? Alternative Measures of News Reception and Their Implications for Research." *Public Opinion Quarterly*, 57(1):122-164.

Edelman, Murray J. 1995. *From art to politics: how artistic creations shape political Conceptions*. Chicago: University of Chicago Press.

Kingdon, John. 1995. *Agendas, Alternative, and Public Policies*. 2nd ed. New York: Harper Collins.

Zaller, John. 1996. "The Myth of Massive Media Impact Revisited: New Support for a Discredited Idea," in *Political Persuasion in American Politics*, eds. Diana C. Mutz, Paul M. Sniderman, and Richard Brody, Ann Arbor: The University of Michigan Press.

Nelson Thomas E., Rosalee A. Clawson, and Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Conflict and its Effect on Tolerance." *American Political Science Review* 91(3):567-83.

Meirowitz, Adam, and Joshua A. Tucker. 2004. "Learning from Terrorism Markets." *Perspectives on Politics* 2(2):331-336.

Prior, Markus. 2005. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout." *American Journal of Political Science* 49(3):577-592.

Week 9: Behavior and Institutions: Classics in Voting Behavior and Elections
Oct. 16

Required Reading

Nelson, Candice J. 2003. "Elections," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 109-129.

Downs, Anthony. 1957. "An Economic Theory of Political Action in a Democracy." *The Journal of Political Economy* 65 (2):135-150.

Selections from Niemi and Weisberg (1993) *Classics in Voting Behavior*. CQ Press.
Introduction to Part III: Vote Determinants, 93-106
Brody and Page, 107-108
Carmines and Stimson, 114-118
Page and Jones, 119-139
Part V: Party Identification, 210-223

Barker, David C., and Susan B. Hansen. 2005. "All Things Considered: Systematic Cognitive Processing and Electoral Decision-making." *Journal of Politics* 67(2):319-344.

Bowler, Shaun, Stephen P. Nicholson, and Gary M. Segura. 2006. "Earthquakes and Aftershocks: Race, Direct Democracy, and Partisan Change." *American Journal of Political Science* 50(1):146-159.

Readings of Interest (not required)

Campbell, Angus, Philip E. Converse, Warren E. Miller, and Donald E. Stokes. 1986. "The Development of Party Identification," In *Classic Readings in American Politics*, Pietro S. Nivola and David H. Rosenbloom, eds. New York: St. Martin's Press. Pp. 157-165.

Nie, Norman H., Sidney Verba, and John R. Petrocik. 1986. "The Rise of Issue Voting," In *Classic Readings in American Politics*, Pietro S. Nivola and David H. Rosenbloom, eds. New York: St. Martin's Press. Pp. 166-181.

Bartels, Larry M. 2004. "Partisanship and Voting Behavior, 1952-1996," In *Principles and Practice of American Politics*, 2nd ed, Samuel Kernell and Steven S. Smith, eds. Washington, DC: CQ Press. Pp. 530-540.

Campbell, David E. 2006. "Religious "Threat" in Contemporary Presidential Elections." *The Journal of Politics* 68(1):104-115.

Supplemental Reading

Berelson, Bernard B., Paul F. Lazarsfeld, and William H. McPhee. 1954. *Voting: A Study of Opinion Formation in a Presidential Campaign*. Chicago: University of Chicago Press.

Downs, Anthony. 1957. *An Economic Theory of Democracy*. Harper and Row.

Wolfinger and Rosenstone, 1980. *Who Votes?*

Fiorina, Morris P. 1981. *Retrospective Voting In American National Elections*. New Haven:

Yale University Press.

Abramson and Aldrich. 1982. "The Decline of Participation in America." *American Political Science Review* 76: 502-521.

Rabinowitz and MacDonald. 1989. "A Directional Theory of Issue Voting." *American Political Science Review* 83: 93-121.

Lupia, Arthur. 1994. "Shortcuts Versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88(1):63-76.

Popkin, Samuel. 1994. 2nd ed. *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*. Chicago: University of Chicago Press.

Kahn, Kim and Patrick Kenney. 1999. *The Spectacle of US Senate Campaigns*. Princeton University Press.

Ornstein, Norman & Thomas Mann. (eds.) 2000. *The Permanent Campaign and its Future*. The AEI Press.

Niemi, Richard & Herbert Weisberg. (eds.) 2001. *Controversies in Voting Behavior*. Congressional Quarterly Press.

Week 10: Behavior and Institutions: Advances in Research on Opinion and Elections Oct. 23

Required Reading

Atkeson, Lonna Rae, and Randall W. Partin. 1995. "Economic and Referendum Voting: A Comparison of Gubernatorial and Senatorial Elections." *American Political Science Review* 89(1):99-107.

Alford, John R., and John R. Hibbing. 2004. "The Origin of Politics: An Evolutionary Theory of Political Behavior." *Perspectives on Politics* 2(4):707-723.

Berinsky, Adam. 2005. "The Perverse Consequences of Electoral Reform in the United States." *American Politics Research* 33(4):471-491.

Jackman, Simon, and Paul M. Sniderman. 2006. "The Limits of Deliberative Discussion: A Model of Everyday Political Arguments." *The Journal of Politics* 68(2):272-283.

Claassen, Ryan L., and Benjamin Highton. 2006. "Does Policy Debate Reduce Information effects on Public Opinion? Analyzing the Evolution of Public Opinion on Health Care." *The Journal of Politics* 68(2):410-420.

Readings of Interest (not required)

Craig, Stephen C., Michael D. Martinez, James G. Kane, and Jason Gainous. 2005. "Core Values, Value Conflict, and Citizens' Ambivalence about Gay Rights." *Political Research Quarterly* 58(1):5-17.

Gomez, Brad T., and J. Matthew Wilson. 2006. "Rethinking Symbolic Racism: Evidence of Attribution Bias" *The Journal of Politics* 68(3):611-625.

Winter, Nicholas J. G. 2006. "Beyond Welfare: Framing and the Racialization of White Opinion on Social Security." *American Journal of Political Science* 50(2):400-420.

Supplemental Reading

Alvarez, R., Michael, and John Brehm. 1995. "American Ambivalence Toward Abortion Policy: Development of a Heteroskedastic Probit Model of Competing Values." *American Journal of Political Science* 39(4):1055-1082.

Chong, Dennis. 1996. "Creating Common Frames of Reference on Political Issues." In *Political Persuasion and Attitude Change*, ed. Diana C. Mutz., Paul M. Sniderman and Richard A. Brody. Ann Arbor: University of Michigan Press.

Cobb, Michael D., and James H. Kuklinski. 1997. "Changing Minds: Political Arguments and Political Persuasion." *American Journal of Political Science* 41(1):88-121.

Bowler, Shaun, David Brockington, and Todd Donovan. 2001. "Election Systems And Voter Turnout: Experiments in the United States." *Journal of Politics* 63(3):902-915.

Druckman, James N. 2001. "On the Limits of Framing Effects: Who Can Frame?" *Journal of Politics* 63 (4):1041-1066.

Haider-Markel, Donald P. and Mark R. Joslyn. 2001. "Gun Policy, Opinion, Tragedy, and Blame Attribution: The Conditional Influence of Issue Frames" in *The Journal of Politics* 63(2):520-543.

Druckman, James N., and Kjersten R. Nelson. 2003. "Framing and Deliberation: How Citizens' Conversations Limit Elite Influence." *American Journal of Political Science* 47(4):729-745.

Haspel, Moshe, and H. Gibbs Knotts. 2005. "Location, Location, Location: Precinct Placement and the Costs of Voting." *Journal of Politics* 67(2):560-573.

Huddy, Leonie, Stanley Feldman, Charles Taber, and Gallya Lahav. 2005. "Threat, Anxiety, and Support of Antiterrorism Policies." *American Journal of Political Science* 49(3):593-608.

Price, Vincent, Lilach Nir, and Joseph N. Capella. 2005. "Framing Public Discussion of Gay Civil Unions." *Public Opinion Quarterly* 69 (2):179-212.

Wolfinger, Raymond E., Benjamin Highton, and Megan Mullin. 2005. "How Postregistration Laws Affect the Turnout of Citizens Registered to Vote." *State Politics and Policy Quarterly* 5(1):1-23.

Week 11: Institutions: Political Parties
Oct. 30

Research Design Rough Draft Due by start of class

Required Reading

Mason, Robert. 2003. "Political Parties and the Party System," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 94-108.

Schlesinger, Joseph A. 1985. "The New American Political Party." *The American Political Science Review* 79 (4):1152-1169.

Aldrich, John H. 2004. "Political Parties, from *Why Parties*?" In *Principles and Practice of American Politics*, 2nd ed, Samuel Kernell and Steven S. Smith, eds. Washington, DC: CQ Press. Pp. 517-529.

Lindaman, Kara, and Donald P. Haider-Markel. 2002. "Issue Evolution, Political Parties, and the Culture Wars." *Political Research Quarterly* 55(1):91-110.

Brewer, Mark D. 2005. "The Rise of Partisanship and the Expansion of Partisan Conflict Within the American Electorate." *Political Research Quarterly* 58(2):219-229.

Goren, Paul. 2005. "Party Identification and Core Political Values." *American Journal of Political Science* 49(4):881-896.

Readings of Interest (not required)

Maisel, L. Sandy. 2004. "American Political Parties: Still Central to a Functioning Democracy?" In *Principles and Practice of American Politics*, 2nd ed, Samuel Kernell and Steven S. Smith, eds. Washington, DC: CQ Press. Pp. 541-558.

Adkins, Randall E., and Andrew J. Dowdle. 2001. "How Important Are Iowa and New Hampshire to Winning Post-Reform Presidential Nominations?" *Political Research Quarterly* 54 (2):431-444.

Carsey, Thomas M., and Geoffrey C. Layman. 2006. "Changing Sides or Changing Minds? Party Identification and Policy Preferences in the American Electorate." *American Journal of Political Science* 50(2):464-477.

Supplemental Reading

Key, V.O. 1955. "A Theory of Critical Elections." *Journal of Politics* 17(February): 3-18.

Shafer, Byron E. 1988. *Bifurcated Politics: Evolution and Reform In The National Party Convention.* Cambridge, MA: Harvard University Press.

Miller, Warren E. 1991. "Party Identification, Realignment, and Party Voting: Back to the Basics." *American Political Science Review* 85 (2):557-568.

Lublin, David, and D. Stephen Voss. 2000. "Racial Redistricting and Realignment in Southern State Legislatures." *American Journal of Political Science* 44:792-810.

Stonecash, Jeffrey M., Mark D. Brewer, R. Eric Petersen, Mary P. McGuire, and Lori Beth

Way. 2000. "Class and Party: Secular Realignment and the Survival of Democrats Outside the South." *Political Research Quarterly* 53(4):731-752.

Meffert, Michael F., Helmut Norpoth, and Anirudh V. S. Ruhil. 2001. "Realignment and Macropartisanship." *American Political Science Review* 95(4):953-962.

Week 12: Institutions: Interest Groups
Nov. 6

Required Reading

Schattschneider, E. E. 1960. *The Semisovereign People*. New York: Holt, Rinehart, and Winston.

Olson, Mancur Jr. 1986. "Collective Action: The Logic," In *Classic Readings in American Politics*, Pietro S. Nivola and David H. Rosenbloom, eds. New York: St. Martin's Press. Pp. 211-226.

Loomis, Burdett A. 2003. "Interest Groups," in *Governing America*, Robert Singh, ed. Oxford: Oxford University Press. Pp. 229-248.

Loomis, Burdett, and Allan Cigler. 2002. 6th ed. "Introduction and Conclusion" In *Interest Group Politics*. Allan Cigler and Burdett Loomis. Washington, DC: CQ Press. Pp. 1-36 and 381-392.

Hall, Richard D. and Frank W. Wayman. 1990. "Buying Time: Moneyed Interests and The Mobilization of Bias in Congressional Committees. *American Political Science Review* 84(3):797-820.

Leech, Beth L., Frank R. Baumgartner, Timothy M. La Pira, and Nicholas A. Semanko. 2005. "Drawing Lobbyists to Washington: Government Activity and the Demand for Advocacy." *Political Research Quarterly* 58(1):19-30.

Supplemental Reading

Wright, John R. 2004. "The Evolution of Interest Groups," In *Principles and Practice of American Politics*, 2nd ed, Samuel Kernell and Steven S. Smith, eds. Washington, DC: CQ Press. Pp. 568-575.

Bueno de Mesquita, Ethan. 2005. "The Quality of Terror." *American Journal of Political Science* 49(3):515-530.

Bentley, Arthur F. 1908. *The Process of Government*. Evanston, IL: Principia Press.

Olson, Mancur. 1965. *The Logic of Collective Action*.

Gamson, William A. 1968. *Power and Discontent*. Homewood, IL: Dorsey.

Salisbury, Robert Holt. 1970. *Interest Group Politics in America*. New York: Harper & Row.

Wilson, James Q. 1974. *Political Organizations*.

Gamson, William A. 1975. *The Strategy of Social Protest*. Homewood, IL: The Dorsey Press.

Berry, Jeffrey M. 1984. *The Interest Group Society*. Boston: Little, Brown.

Schlozman and Tierney, 1983. "More of the Same: Washington Pressure Group Activity in a Decade of Change. *Journal of Politics* 45(May): 351-377.

Walker, Jack L. 1983. "The Origins and Maintenance of Interest Groups in America." *American Political Science Review* 77(June): 390-406.

Salisbury, Robert. 1984. "Interest Representation: The Dominance of Institutions." *American Political Science Review* 81:64-67.

Gray, Virginia and David Lowery. 1996. "A Niche Theory of Interest Representation." *Journal of Politics* 58(March):91-111.

Gais, Thomas L., Mark A. Peterson, and Jack L. Walker. 1984. "Interest Groups, Iron Triangles and Representative Institutions in American National Government." *British Journal of Political Science* 14 (2):161-185.

Schlozman, Kay Lehman. 1984. "What Accent the Heavenly Chorus? Political Equality and the American Pressure System." *Journal of Politics* 46: 1006-32.

Denzau, Arthur T. and Michael C. Munger. 1986. "Legislators and Interest Groups: How Unorganized Interests Get Represented." *American Political Science Review* 80: 89-106.

Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: University of Chicago Press.

Walker, Jack. 1991. *Mobilizing Interest Groups in America*. Ann Arbor, MI: University of Michigan Press.

Danielian, Lucig H., and Benjamin I. Page. 1994. "The Heavenly Chorus: Interest Group Voices on TV News." *American Journal of Political Science* 38 (4):1056-1078.

Tarrow, Sidney. 1994. *Power in Movement: Social Movements, Collective Action, and Politics*. New York: Cambridge University Press.

Rozell, Mark and Clyde Wilcox. 1996. "Second Coming: The Strategies of the New Christian Right." *Political Science Quarterly* (2): 271-294.

Baumgartner and Leech, 1998. *Basic Interests: The Importance of Groups in Politics and in Political Science*.

Hojnacki, Marie and David Kimball. 1998. "Organized Interests and the Decision of Whom to Lobby in Congress." *American Political Science Review* 92:775-90.

Kollman, Ken. 1998. *Outside Lobbying: Public Opinion and Interest Group Strategies*. Princeton, N.J.: Princeton University Press.

Gerber, Elisabeth R. 1999. *The Populist Paradox: Interest Group Influence and the Promise of Direct Legislation*. Princeton, N.J.: Princeton University Press.

Hula, Kevin W. 1999. *Lobbying Together: Interest Group Coalitions In Legislative Politics, American Governance And Public Policy*. Washington, DC: Georgetown University Press.

Jacobson, Gary C. 1999. "The Effect of the AFL-CIO's 'Voter Education' Campaigns On the 1996 House Election." *Journal of Politics* 61:185-194.

Gray, Virginia, and David Lowery. 2002. "State Interest Group Research and the Mixed Legacy of Belle Zeller." *State Politics and Policy Quarterly* 2(4):388-410.

Alexander, Robert. 2005. *The Classics of Interest Group Behavior*. Belmont, CA: Thomson.

Herrnson, Paul S., Ronald G. Shaiko, and Clyde Wilcox. 2005. *The Interest Group Connection: Electioneering, Lobbying, And Policymaking in Washington*. 2nd ed. Washington, DC: CQ Press.

Hogan, Robert E. 2005. "State Campaign Finance Laws and Interest Group Electioneering Activities." *Journal of Politics* 67(3):887-906.

Week 13: Selected Issues in State and Local Politics and Policymaking
Nov. 13

Required Reading

Brace, Paul, and Aubrey Jewett. 1995. "The State of State Politics Research." *Political Research Quarterly*. 48(3):643-681.

Besso, Michael. 2005. "Constitutional Amendment Procedures and the Informal Construction of Constitutions." *The Journal of Politics* 67(1):69-87.

Weber, Ronald E., Harvey J. Tucker, and Paul Brace. 1991. "Vanishing Marginals in State Legislative Elections." *Legislative Studies Quarterly* 16(1):29-47.

Gann Hall, Melinda. 2001. "State Supreme Courts in American Democracy: Probing The Myths of Judicial Reform." *American Political Science Review* 95(2): 315-330.

Tolbert, Caroline, and Daniel A. Smith. 2005. "The Educative Effects of Ballot Initiatives on Voter Turnout." *American Politics Research* 33(2):283-309.

Rahn, Wendy M., and Thomas J. Rudolph. 2005. "A Tale of Political Trust in American Cities." *Public Opinion Quarterly* 69(4):530-560.

Supplemental Reading

Chamberlain, Robert, and Donald P. Haider-Markel. 2005. "Lien On Me": State Policy Innovation in Response to Paper Terrorism." *Political Research Quarterly*, Forthcoming.

Scholz, John T., and Cheng-Lung Wang. 2006. "Cooptation or Transformation? Local Policy Networks and Federal Regulatory Enforcement." *American Journal of Political Science* 50(1):81-97.

Baybeck, Brady. 2006. "Sorting Out the Competing Effects of Racial Context." *The Journal of Politics* 68(2):386-396.

Walker, Jack. 1969. "The Diffusion of Innovations Among the American States." *American Political Science Review* 68:880-99.

Gray, Virginia. 1973. "Innovation in the States: A Diffusion Study." *American Political Science Review* 67:1174-85.

Savage, Robert L. 1978. "Policy Innovativeness as a Trait of American States." *Journal of Politics* 40(1):212-24.

Nardulli, Peter F. 1990. "Political Subcultures in the American States: An Empirical Examination of Elazar's Formulation." *American Politics Quarterly*. 18:287-315.

Erickson, Robert S., Gerald C. Wright, and John P. McIver. 1993. *Statehouse Democracy: Public Opinion and Policy in the American States*. New York: Cambridge University Press.

Atkeson, Lonna Rae, and Randall W. Partin. 1995. "Economic and Referendum Voting: A Comparison of Gubernatorial and Senatorial Elections." *American Political Science Review* 89(1):99-107.

Mooney, Christopher Z., and Mei-Hsien Lee. 1995. "Legislating Morality in the American States: The Case of Pre-*Roe* Abortion Regulation Reform." *American Journal of Political Science* 39(3):599-627.

Rosenthal, Alan. 1998. *The Decline of Representative Democracy: Process, Participation, and Power in American State Legislatures*. Washington, DC: CQ Press.

Carsey, Thomas M. 1999. *Campaign Dynamics: The Race for Governor*. Ann Arbor, MI: University of Michigan Press.

Fiorina, Morris P. 1999. "Further Evidence of the Partisan Consequences of Legislative Professionalism." *American Journal of Political Science* 43(3):974-977.

Gerber, Elisabeth R. 1999. *The Populist Paradox: Interest Group Influence and the Promise of Direct Legislation*. Princeton, N.J.: Princeton University Press.

Bowler, Shaun, David Brockington, and Todd Donovan. 2001. "Election Systems And Voter Turnout: Experiments in the United States." *Journal of Politics* 63(3):902-915.

Jewell, Malcolm E., and Sarah M. Morehouse. 2001. 4th ed. *Political Parties and Elections In American States*. Washington, DC: CQ Press.

Moncrief, Gary, Peverill Squire, and Malcolm E. Jewell. 2001. *Who Runs for the Legislature?* Englewood Cliffs, NJ: Prentice Hall.

Mooney, Christopher Z. 2001. "*State Politics and Policy Quarterly* and the Study of State Politics: The Editor's Introduction." *State Politics and Policy Quarterly.* 1:1-4.

Tolbert, Caroline J., and Rodney E. Hero. 2001. "Dealing with Diversity: Racial/ Ethnic Context and Social Policy Change." *Political Research Quarterly* 54(3):571-604.

Ceaser, James W., and Robert P. Saldin. 2005. "A New Measure of Party Strength."

Political Research Quarterly 58(2):245-256.

Hajnal, Zoltan, and Jessica Trounstine. 2005. "Where Turnout Matters: The Consequences of Uneven Turnout in City Politics." *Journal of Politics* 67(2):515-535.

Hoekstra, Valerie. 2005. "Competing Constraints: State Court Responses to Supreme Court Decisions and Legislation on Wages and Hours." *Political Research Quarterly* 58(2):317-328.

Week 14: Catch-Up & Presentations (10-15 minutes each)
Nov. 20

Week 15: Presentations (10 -15 minutes each)
Nov. 27

<u>Final Research Papers are due on or before Tuesday, Dec. 4th at 4pm</u>