POLITICAL SCIENCE 6045

SEMINAR IN
AMERICAN NATIONAL POLITICS

SPRING 2013

Professor: Dr. Drew N. Lanier	**Office Hours**: MW, 09:30-11:30, TR, 09:30-10:30, or by appointment
Office: Phillips Hall 302O	**Class Time and Place:** Thurs., 6:00-8:50 pm, PH 305G
Phone: (407) 823-3753 [direct dial] or -2608 [main office]	**Credit Hours**: Three (3)
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"Democracy is the worst of all possible systems—except for all the rest."

–Winston Churchill

"We have a Republic—if we can keep it."

–Benjamin Franklin

COURSE OBJECTIVES:

This course is designed to prepare graduate students who hope at some point in their graduate careers to conduct original research, such as an MA Thesis, teach in or ore more areas of American Politics (at the secondary or post-secondary level), or those who simply wish to acquire greater and deeper knowledge about American Politics. Additionally, this course will provide a solid foundation for more specialized graduate seminars in political science that one may complete in the future, as well as serving as an introduction and overview of the broad expanse of American Politics literature for those students who intend to go on at some point in their career to enter a doctoral program.

For most of you, this course is the inauguration of your socialization into the academic study of political science and, more particularly, of American Politics. While most of you have completed undergraduate courses in American Government or other related courses, the study of political science is qualitatively and quantitatively different at the graduate level. The transition from undergraduate to graduate study can be a shocking one as one moves from being consumers of knowledge, as most undergraduates are, to producers of knowledge, as some graduate students become. Indeed, to that end, another goal of this seminar is to have you produce an original piece of research on American Politics.

Moreover, an introductory graduate seminar such as this generally aims to acquaint students with the breadth of the work in the subfield and do so at the expense of its depth. In many ways, this course will be no different. But the breadth of the work in American Politics is expansive and we will not be able to cover it all—or even a large portion of it. Those gaps will be filled in by your later course work. Nonetheless, American Politics can be considered in two hemispheres: *institutions* and *behavior*. The lines that define these areas, however, are blurred at best. Let me make my own bias clear (which was ground into me by my training): my research and most of my teaching focuses on the *behavioral approach* to the study of politics and thus this seminar will follow that focus. The selected topics and readings will, however, provide you with an introduction to a wide array of concerns, intellectual problems, controversies, theoretical approaches, research design and methods of inquiry.

Apart from a sense of what we know and what we do not know about American Politics, I hope that during this semester that you will acquire a deep awareness of how political scientists think about, formulate and and execute empirical research. Along these lines, a large part of the class will be spent doing more than simply regurgitating the findings of published works. While it is important to understand what the readings communicate, it is also important for us to think conceptually how we might as producers of knowledge contribute to the body of new research on the different topics and themes dominate in American Politics that we will explore. Let us begin.

TEXTS:

Dalton, Russell J. 2009. *The Good Citizen: How a Younger Generation is Reshaping American Politics.* Rev. ed. Washington, DC: CQ Press. ISBN 978-1-60426-556-9.

Epstein, Leon. 1986. *Political Parties in the American Mold*. Madison: University of Wisconsin Press. ISBN 0-299-10704-3.

Gelman, Andrew, David Park, Boris Shor, Joseph Bafumi, and Jeronimo Cortina. 2009. *Red State, Blue State, Rich State, Poor State: Why Americans Vote the Way They Do.* Expanded ed. Princeton: Princeton University Press. ISBN 978-0-69114-393-4.

Gibson, James L. 2012. *Electing Judges: The Surprising Effects of Campaigning on Judicial Legitimacy.* Chicago: University of Chicago Press. 978-0-226-29108-6.

Hinich, Melvin and Michael C. Munger. 1996. *Ideology and the Theory of Political Choice*. Ann Arbor: University of Michigan Press. ISBN 978-0-47208-413-5.

Judis, John B., and Ruy Teixeira. 2004. *The Emerging Democratic Majority*. New York: Scribner. ISBN 978-0743254786.

Mayhew, David R. 2005. *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-2002*. 2d Edition. New Haven: Yale University Press. ISBN 978-0-30010-288-8.

McCloskey, Robert G. 2005. *The American Supreme Court*. Rev. ed. by Sanford Levinson. Chicago: University of Chicago Press. ISBN 979-0-226-55682-4.

Rossiter, Clinton, ed. 2003. *The Federalist Papers*. New York: Penguin. ISBN 978-0-45152-881-0.

These texts should be available at the University bookstore or the off-campus outlets. Other course readings assigned will be on reserve or available through the various databases accessible through the UCF Library's homepage. Many of the articles are downloadable from JSTOR as well (http://www.jstor.org).

OTHER REFERENCES:

Finifter, Ada W., ed. 1983. *Political Science: The State of the Discipline*. Washington, DC: APSA.

Finifter, Ada W., ed. 1993. *Political Science: The State of the Discipline II*. Washington, DC: APSA.

Katznelson, Ira, and Helen V. Milner, eds. 2002. *Political Science: State of the Discipline*. Centennial ed. New York: W.W. Norton.

Kennedy, David M. 1999. *Freedom From Fear: The American People in the Great Depression*. *Part I*. New York: Oxford University Press.

Kennedy, David M. 1999. *Freedom From Fear: The American People in World War II*. *Part II*. New York:

Oxford University Press.

Wilson, James Q., and John J. DiIulio, Jr., with Meena Bose. 2011. *American Government: Institutions and Policies*. 12th ed. Boston: Wadsworth/Cengage.

WEB RESOURCES

Canvas Site – Course Management Software

The Course has a WebCourses site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take quizzes, and many other tasks that facilitate comprehension of the course material and collaborative learning among the course's students in a student-centered context. This site, however, is a password-protected domain. A more thorough discussion of this course tool as well as how to navigate through it will be offered in class. Navigate to it via your my.ucf.edu login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

RELEVANT ORGANIZATIONS

The American Political Science Association (http://www.apsanet.org), the Midwest Political Science Association (http://www.mpsanet.org) and the Southern Political Science Association (http://www.spsa.net) are key organizations of political scientists with various areas of expertise and methodological approaches. They each hold annual conferences at which new research is presented to the academic community. They each also publish academic journals with cutting-edge research dealing with various topics in the discipline.

CODEBOOKS AND DATA BASES:

An invaluable resource is the **Inter-university Consortium for Political and Social Research** (ICPSR) (http://www.icpsr.org) that archives literally hundreds of datasets (including several versions of the National Election Survey (NES) and the General Social Survey (GSS)) from the most important and ground-breaking studies in political science and other fields of inquiry. There are many studies here on American Politics.

Spaeth, Harold J. 1997. *Expanded United States Supreme Court Judicial Database, 1946-1968 Terms*. Second ICPSR version. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6557. These data are available from public data archives.

Spaeth, Harold J. 2008. *United States Supreme Court Judicial Database, 1953-2007 Terms*. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 9422. These data are available from public data archives.

Songer, Donald R. 1997. *United States Courts of Appeal Database 1925-1996.* These data are available from public data archives.

Federal Judicial Center. 1996. *Federal Court Cases: Integrated Data Base, 1970-1994*. Fifth and Sixth ICPSR Editions. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 8429. These data are available from public data archives.

Gary Zuk, Deborah J. Barrow, and Gerard S. Gryski. 1997. *Multi-User Database on the Attributes of United States Appeals Court Judges,* 1801-1994. First ICPSR Edition. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6796. These data are available from public data archives.

Note also that many of these datasets may be obtained directly by navigating to the homepage for the Judicial Research Initiative (JuRI) headquartered at the University of South Carolina (www.cas.sc.edu/poli/juri) that contains links to all kinds of data (even sets that are archived in other locations) pertaining to judicial politics.

COURSE REQUIREMENTS:

As graduate students, it is obvious that you are expected to come to class well-prepared. As this is a graduate seminar, you will learn that there is no place to hide. You are expected to have read the assignments carefully, and should be prepared to discuss them intelligently rather than passively absorbing something approaching knowledge while lurking in the back of a class of 70 or so undergraduates. I thus cannot overemphasize the importance of completing the readings prior to our class meeting. Class time is not time to read the material but to consider its importance, its consequences and its limitations.

Hence, there will be no shirking. If you do, it will be apparent to me and everyone else and it will affect your grade. Moreover, it will also affect your training. If you do not invest the time to complete the readings sincerely, then thinking and the analysis of the works that we will examine will elude you and you miss a wonderful and unique opportunity to invest in your future career.

When I say "read the material," what I mean is that you will, at a minimum, read them carefully, annotate in the articles, make notes in the margins and otherwise be prepared as if you were required to meet with the authors of the books and articles and question what they have done and why they completed the research in the manner that they did (*see* "Format for Analysis of Readings"). As this is not a lecture class, if you fail to read and prepare as I have outlined here, we will likely spend three hours each week staring at each other with silence as our companion.

In fact, you will be assigned to make oral presentations to the class on selected assignments on a recurring basis. Regular class attendance is *expected*. The instructor will not spend any time going over missed material with those students who were absent from the seminar meeting, unless he or she has a valid medical or other excuse. The following methods of assessing student performance will be used:

Critical Review Essays (2)	20% (10% each)
Literature Review Term Paper	20%
Research Paper/Research Design	30%
Class participation	20%
Weekly Questions	10%

Late papers will not be accepted. "Late" means any time after the due date and time listed below, for each assignment. Plan accordingly.

WEEKLY QUESTIONS

Furthermore, you must submit **at least two substantive questions** (more are better) to the Weekly Questions Discussion Topic (available on the Webcourses site) **each week** about the reading that will form the basis of the beginning of the class discussion for that respective week. This portion of your grade includes ten (10) percent for the completion of these questions, allocated based on the proportion of such questions that you submit throughout the term. Completing them is a good way to check your comprehension of the week's material, and it is an easy way to earn points for the final course grade. The questions must be submitted by 1**2:00 noon of the Wednesday immediately preceding class on Thursday night**.

GRADING SCALE (as a Percentage of Total Points)

GRADE	PERCENTAGE
A	94-100
A-	93-90
B+	89-87
B	86-84
B-	80-83
C+	79-77
C	74-76
C-	70-73
D+	69-67
D	66-64
D-	60-63
F	59 or less

CRITICAL REVIEW ESSAY GUIDELINES

Students will prepare two review essays on book length monographs that are NOT assigned in the Seminar. The monographs should not be textbooks or edited collections (known sometimes as "readers"), but research works. They may represent any approach to the study of American Politics, so long as they represent work that is directly relevant to political science concerns with American Political institutions or behavior. The instructor will be happy to advise you as to the appropriateness of a work that you would like to review. In fact, it would be wise to ask, lest you review a work that is not appropriate and, thus, waste your time.

Review essays should follow this outline:

1. Full and proper citation of the work to be reviewed.
2. Basic purpose of the work.
3. Qualifications of the author(s).
4. Why you wanted to review the work.
5. Summary of the basic argument, results, and findings of the work.
6. Assessment of the strengths AND weaknesses of the work using the broad topics included in the Format for Analysis of Readings as a baseline.

Each essay will be from 5-7 pages long, word processed double-spaced, using the style of the *American Political Science Review* or the style convention of your home discipline if it is not political science.

Due dates for the review essays are **February 7 and February 28**; these dates are also noted on the syllabus.

RESEARCH PAPER

I have already mentioned the importance of moving from being a consumer to a producer of political knowledge. Indeed, students in the MA program will eventually write a thesis—whether that is done in the field of political science or some related discipline. Thus, a research paper is a critical part of this (or any) graduate class. The topic can be anything within the subfield of American Politics that you want, but it is advisable that you confine the paper to one of the broad topics that are covered here in this seminar.

The research paper will be similar to many of the journal articles that you read this semester. It should be something that could be potentially presented at a professional conference or even submitted to an academic journal. Many students use their research paper as a beginning to develop what eventually becomes their MA thesis.

The research paper will adhere to the following guidelines:

1. The paper should be approximately 20 pages. They should be word processed on white paper, double-spaced throughout (including notes and references), with one inch margins on all sides. They must be printed in a reasonably-sized proportionally-spaced font. For references, bibliography, and footnote/endnote style, political science majors will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet or the style sheet of your home discipline if it is not political science.

2. The research paper must adhere to the following general outline:

   a. Justify the topic. Indicate why this is an important topic. Why should the reader be interested in this topic or issue? Concentrate on its *theoretical* significance.

   b. State the problem to be studied. Use specific hypotheses where appropriate.

   c. Review the relevant literature. Describe what kinds of research have been done on your topic and indicate the problems or shortcomings of the existing literature.

   d. Specify what approach, model, or theory you are testing or the ways in which a particular approach of model directs you to the problem you are investigating and how it shapes the questions you are asking or the hypotheses you are testing. It need not be a highly sophisticated quantitative approach, but it must be quantitative in nature.

   e. Set out hypotheses derived from your theory. State the empirically-derived research questions that guide your research: that is, what phenomenon are you testing? How will you determine if the hypothesis has been satisfied or not?

   f. Give specific *operational definitions* of the concepts you are using.

   g. Indicate what kind(s) of *data* you will need and how you would get it. Discuss the problems you face in obtaining the data and putting them to appropriate use.

   h. Indicate the *research skills* you will use complete the project: languages, statistical and computer skills, library research, etc.

   i. Results and Discussion: describe and present the results of your study. Were your hypotheses satisfied or not? If not, why not? Describe the results in a clear and understandable manner to an educated reader.

   j. Conclusion: Discuss what the study has found and the implications of those findings. What has the reader learned? What additional questions do your results provoke? Are their limitations to your findings?

Research paper topics must be approved by the instructor. For this purpose, an *approved* one to two page final description and outline of the paper must be turned in no later than the beginning of class on **March 14**. The outline should have at least five relevant, scholarly sources (books, academic articles, etc.) included in it.

Students who fail to turn in an appropriate term paper description and outline on time will be penalized one-half a letter grade on the final term paper, regardless of the quality of that paper.

Brief conferences concerning proposed topics will be a part of the seminar's activities. Students are encouraged to discuss term paper topics with the instructor at any time, and to seek formal approval for their description/outlines as soon as they are ready, preferably well in advance of their due date.

It will be helpful to think of the research paper as the first stage in the preparation of a thesis, even if you do not plan to prepare a thesis in American Politics. The instructor will try to suggest good research ideas as we go through the readings of the course and to give you an understanding of the theories, data, and methods underlying the research works that we do read. You are encouraged to suggest research ideas also, both in and out of class, as well as to discuss your ideas on such research possibilities with your classmates and the instructor.

For those students who have not completed Quantitative Methods of Political Analysis (POS 6746), they may submit a research design, as opposed to a finished piece of research. The course will acquaint you with the methods to empirically study American Politics.

LITERATURE REVIEW GUIDELINES:

Each student will prepare a term paper which is a review essay on the literature in some area of American Politics. Published political science, or social science, articles can be used as examples of the kind of essay the instructor has in mind, remembering, of course, that student papers may be significantly narrower in scope, given the limitations of a one semester course.

Literature Review Term Papers should generally be from 15 to 20 pages in length, not counting tables or appendices, if any, or bibliography/references. They should be word processed on white paper, double-spaced throughout (including notes and references), with one inch margins on all sides. They must be printed in a reasonably-sized proportionally-spaced font. For references, bibliography, and footnote/endnote style, political science majors will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet or the style conventions of your home discipline if it is not political science.

Policy on Cheating and Plagiarism

As this is a graduate course, this is truly gratuitous but nonetheless: *The Golden Rule: A Handbook for Students (University of Central Florida)* defines academic dishonesty as including cheating and plagiarism. Cheating is defined as “unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied/learned, but obtained through someone else’s efforts and used as part of an examination, course assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating” (p. 6). Plagiarism is defined as the deliberate use of another’s work “without any indication of source, thereby attempting to convey the impression that such work is the student’s own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards (p.6-7)”.

Normally, the penalty for a violation of this policy is an “F” in the course.

Statement of ADA Compliance

I cooperate with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request on or before the sixth class day (beginning of the second week of classes).

[Portions of this policy were adapted from the University of North Texas Department of Political Science Policy on Cheating and Plagiarism]

POS 6045
Seminar in American National Politics

Tentative Course Outline and
Schedule of Assignments

You are responsible for obtaining the readings listed on the syllabus, whether books or articles. Many, if not most, of the articles listed are available online through JSTOR (http://www.jstor.org) or EBSCOHOST through the library. If you are off-campus and seeking access to these resources, you will need to log-in via a proxy server. The library staff can assist with that process. Other articles may require the tried-and-true, old-fashioned method (*i.e.*, one must physically travel to and enter the library and locate the hardcopy of the article in the stacks).

January 10, 2013

Introduction to Course, Review of Course Requirements
and the Academic Study of American Politics

January 17, 2013

TOPIC 1: FEDERALISM: Why did the Framers structure the federal government the way that they did? What lessons were learned from ancient history? From recent American experience? What were the Framers trying to achieve with the Federal structure that they proposed? Why were the *Federalist Papers* written? And who was their audience? What are the pitfalls or disadvantages to the Federal system envisaged by the Framers? How does it affect current American Politics? Given the political development of the nation since its founding, are the *Federalist Papers* still relevant to an understanding of American Politics today?

Read: Madison, Hamilton and Jay, *The Federalist Papers* (Rossiter, ed.), all.

January 24, 2013

TOPIC 2: POLITICAL PARTICIPATION: Why do people participate in politics? Do rates of participation vary with the type of action taken? Do the same factors that explain one form of participation (such as voting) explain other forms of political participation (such as protesting or joining an interest group)? How can we account for differences in turnout? The institutional rules of the game? Socio-demographic differences? Political parties and their declining saliency? Political attitudes? Declining civic awareness among the electorate? What has it declined over the last 40 years? Should we not expect that participation to have increased? How does the US rate of participation compare to other industrialized nations? Are there institutional consequences for low turnout? Does it matter for the outcomes of elections or to the broader health of the Republic?

Read:

- Jackman, Robert W. 1987. "Political Institutions and Voter Turnout in Industrial Democracies." *American Political Science Review* 81:405-23.
- Putnam, Robert. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics* 38: 664-83.
- Tolbert, Caroline J., and Ramona S. McNeal. 2003. "Unraveling the Effects of the Internet on Political Participation." *Political Research Quarterly* 56: 175-85.
- McDonald, Michael P., and Samuel L. Popkin. 2001. "The Myth of the Vanishing Voter." *American*

Political Science Review 95: 963-74.

- Kam, Cindy D., and Carl L. Palmer. 2008. "Reconsidering the Effects of Education on Political Participation." *The Journal of Politics* 70:612-31.
- Lau, Richard K., and Gerald M. Pomper. 2001. "The Effects of Negative Campaigning on Turnout in U.S. Senate Elections, 1988-1998." *The Journal of Politics* 63: 804-819.
- Hajnala, Zoltan and Jessica Trounstinea. 2005. "Where Turnout Matters: The Consequences of Uneven Turnout in City Politics." *The Journal of Politics* 67: 515-35.

January 31, 2013

TOPIC 3: CITIZENSHIP, CIVIC ENGAGEMENT AND THE MILLENIAL GENERATION

There has been a growing chorus of political analysts who suggest, in doomsday rhetoric, that the American voting public is uncivil, disengaged and alienated. And it is only growing worse with a younger generation of Americans who do not see the value in voting or other types of conventional political participation. Is this viewpoint empirically supported? How are Americans changing their views on what "good citizenship" means? How do new patterns of citizenship affect the political process and how do new institutions reflect the values of the contemporary American voting public, across generations? How are younger generations compared to those in other industrialized nations when it comes to participation and civic engagement?

Read: Dalton, Russell J. 2009. *The Good Citizen: How a Younger Generation is Reshaping American Politics.* Rev. ed. Washington, DC: CQ Press. ISBN 978-1-60426-556-9.

For Reference:

- Brokaw, Tom. 1998. *The Greatest Generation*. New York: Random House.
- Inglehart, Ronald. 1990. *Culture Shift in Advanced Industrial Society*. Princeton: Princeton University Press.
- Putnam, Robert. 2000. *Bowling Alone: The Collapse and Renewal of American Community*. New York: Simon and Schuster.

February 7, 2013

CRITICAL REVIEW ESSAY #1 IS DUE AT CLASS TIME

TOPIC 4: THE PRESIDENCY I

As the chief executive of the nation and its figurehead, the president is, perhaps, the most visible actor in the political world. We attribute all sorts of power to the president—even some that he does not possess. He is known as the "most powerful person in the world," a political distinction. What is the basis of this assessment? Is it an empirically supported view? Does the president act as the preeminent player in American Politics? Does the president's standing with the American public influence his power or success rate? Does it make sense to study the president or should we study the presidency as an institution? How we measure concepts such as "power" and "influence" when studying presidents and the presidency? What explains presidential success and failure?

Read:

- Groeling, Tim and Samuel Kernell. 1998. "Is Network News Coverage of the President Biased?" *The Journal of Politics* 60: 1064-86.
- Beckmann, Matthew N., and Joseph Godfrey. 2007. "The Policy Opportunities in Presidential Honeymoons." *Political Research Quarterly* 60: 250-62.
- Edwards, George C., and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *The Journal of Politics* 59: 200-12.
- Barrett, Andrew W. 2004. "Gone Public: The Impact of Going Public on Presidential Legislative Success." *American Politics Research* 32: 338-70.
- Johnson, Timothy and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Confirmation Process." *The Journal of Politics* 66: 663-83.

For Reference:

- Cronin, Thomas E., and Michael A. Genovese. 2010. *The Paradoxes of the American Presidency*. 3d ed. New York: Oxford University Press.
- Kernell, Samuel. 2006. *Going Public: New Strategies of Presidential Leadership*. 4th ed. Washington, DC: Congressional Quarterly.

February 14, 2013

TOPIC 5: THE PRESIDENCY II: POLICY DOMAIN AND PRESIDENTIAL SUCCESS

Read:

- Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4:7-14.
- LeLoup, Lance T. and Stephen A. Shull. 1979. "Congress Versus the Executive: The 'Two Presidencies' Reconsidered." *Social Science Quarterly* 59: 704-19.
- Sigelman, Lee. 1979. "A Reassessment of the Two Presidencies Thesis." *The Journal of Politics* 41: 1195-1205.
- Shull, Stephen A., and Lance T. LeLoup. 1981. "Reassessing the Reassessment: Comment on Sigelman's Note on the 'Two Presidencies' Thesis." *The Journal of Politics* 43: 563-64.
- Fleisher, Richard, Jon R. Bond, Glen S. Krutz, and Stephen Hanna. 2000. "The Demise of the Two Presidencies." *American Politics Research* 28: 3-25.
- Meernik, James and Michael Ault. 2001. "Public Opinion and Support for the U.S. Presidents' Foreign Policies." *American Politics Research* 29: 352-73.

February 21, 2013

TOPIC 6: RESEARCH PAPER PROPOSAL PRESENTATIONS and INSTITUTIONAL STRUCTURE

<u>During the first half of this week's meeting</u>, you will give a brief presentation in the seminar of your research paper topic. The format should follow the guidelines listed for the research paper, listed above. Please make enough copies of your proposal for each person in the seminar, including me, so that we can review your proposal and make constructive suggestions. Consider what you would say in explaining your topic to an uninformed person on American Politics.

<u>During the second half of the week's meeting</u>, we will consider the question of how the constitutional structure that the Framers established affects policy-making? Are periods of divided government more or less

successful for policy-making? Or are unified periods characterized by more legislation and other types of governmental activity occurring? Does one branch dominate during periods of unified or divided government?

Read:

- Mayhew, David R. 2005. *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-2002*. 2d edition. New Haven: Yale University Press. ISBN 978-0-30010-288-8.

February 28, 2013

CRITICAL REVIEW ESSAY #2 IS DUE AT CLASS TIME

TOPIC 7: THE MASS MEDIA

Do the mass media influence political outcomes—intentionally or not? Does the mass media set the political agenda and, thus, tell us what issues are important and perhaps what to think about them? Do they tell us upon what criteria to evaluate political officials and political institutions? Of the various media, which is the most important and to whom? Has the rise of television changed the nature of politics? Or has politics changed the nature of television and other media?

Read:

- Brians, Craig Leonard and Martin P. Wattenberg. 1996. "Campaign Issue Knowledge and Salience: Comparing Reception from TV Commercials, TV News and Newspapers." *American Journal of Political Science* 40: 172-93.
- Bennett, Stephen. 1998. "Political Talk Radio's Relationship with Democratic Citizenship." *American Review of Politics* 19: 17-30.
- Baumgartner, Jody and Jonathan S. Morris. 2006. "The Daily Show Effect: Candidate Evaluations, Efficacy, and American Youth." *American Politics Research* 34: 341-67.
- Parkin, Michael. 2010. "Taking Late Night Comedy Seriously: How Candidate Appearances on Late Night Television Can Engage Viewers." *Political Research Quarterly* 63: 3-15.
- Gilens, Martin, Lynn Vavreck, and Martin Cohen. 2007. "The Mass Media and the Public's Assessment of Presidential Candidates, 1952-2000." *The Journal of Politics* 69: 1160-75.
- Dolan, Kathleen. 2005. "Do Women Candidates Play to Gender Stereotypes? Do Men Candidates Play to Women? Candidate Sex and Issues Priorities on Campaign Websites." *Political Research Quarterly* 58: 31-44.

For Reference:

- Graber, Doris. 2009. *Mass Media and American Politics*. 8th ed. Washington, DC: Congressional Quarterly.

March 7, 2013

***** SPRING BREAK *****

March 14, 2013

FINAL (APPROVED) TERM PAPER DESCRIPTION/OUTLINE DUE AT CLASS TIME

TOPIC 8: THE CONGRESS AND LEGISLATIVE POLITICS

What motivates members of Congress when they vote? Does it vary across time? Across Institutions? Issues? Do constituents' views really impact the course of legislative politics? Or are our elected representatives implementing a more "trustee" viewpoint?

Read:

- Fenno, Richard. 1977. "U.S. House Members in Their Constituencies." *American Political Science Review* 71: 883-917.
- Kingdon, John W. 1977. "Models of Legislative Voting." *The Journal of Politics* 39: 563-95.
- Miller, Warren and Donald Stokes. 1963. "Constituency Influence in Congress." *American Political Science Review* 57: 45-57.
- Binder, Sarah A. 1999. "The Dynamics of Legislative Gridlock, 19476-96." *American Political Science Review* 93: 519-33.
- Stimson, James A., Michael B. MacKuen, and Robert S. Erikson. 1995. "Dynamic Representation." *American Political Science Review* 89: 543-65.

For Reference:

- Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.
- Cooper, Joseph and David W. Brady. 1981. "Institutional Context and Leadership Style: The House from Cannon to Rayburn." *American Political Science Review* 75 (June): 411-25.
- Sinclair, Barbara. 2011. *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*. 4th ed. Washington, DC: Congressional Quarterly Press.
- Aldrich, John H. and David W. Rohde. 2000. "The Consequences of Party Organization in the House." In *Polarized Politics: Congress and the President in a Partisan Era*, eds. Jon R. Bond and Richard Fleisher. Washington, DC: Congressional Quarterly Press.
- Krehbiel, Keith. 1998. *Pivotal Politics*. Chicago: University of Chicago Press.
- Krehbiel, Keith. 1988. "Spatial Models of Legislative Choice." *Legislative Studies Quarterly* 13: 259-319.

March 21, 2013

TOPIC 8: UNITED STATES SUPREME COURT BEHAVIOR – JUDICIAL POLITICS PART I

What influences judges to vote the way that they do? Are courts "political"? Does the law have any influence on courts? What issues have dominated the Court's agenda across time? What can we discern from the courts' actions that are relevant to the overall structure of American Politics? How have the courts responded to the demands of the larger political environment of which they are an element?

Read:

- McCloskey, Robert G. 2005. *The American Supreme Court*. Rev. ed. by Sanford Levinson. Chicago: University of Chicago Press. ISBN 979-0-226-55682-4.

For Reference:

- Baird, Vanessa A. 2007. *Answering the Call of the Court: How Justices and Litigants Set the Supreme Court Agenda*. Charlottesville, VA: University of Virginia Press.
- Cross, Frank. 2007. *Decision Making in the U.S. Courts of Appeals*. Stanford: Stanford University Press.
- Schubert, Glendon. 1965. *The Judicial Mind: Attitudes and Ideologies of Supreme Court Justices, 1946-1963*. Evanston, Ill.: Northwestern University Press
- Lanier, Drew Noble. 2003. *Of Time and Judicial Behavior: Time Series Analyses of United States Supreme Court Agenda-Setting and Decision-Making, 1888-1997*. Selinsgrove, PA: Susquehanna University Press.
- O'Brien, David M. 2011. *Storm Center: The Supreme Court in American Politics*. 9th ed. New York: W.W. Norton.
- Pacelle, Richard. 1995. "The Dynamics and Determinants of Agenda Change in the Rehnquist Court." In *Contemplating Courts*, ed. Lee Epstein. Washington, DC: Congressional Quarterly Press.
- Clayton, Cornell W., and Howard Gillman, eds. 1999. *Supreme Court Decision-Making: New Institutionalist Approaches*. Chicago: University of Chicago Press.

March 28. 2013

RESEARCH PAPER TOPICS SHOULD BE APPROVED BY THIS DATE

TOPIC 9: SELECTING JUDGES—JUDICIAL POLITICS PART II

Read:

- Gibson, James L. 2012. *Electing Judges: The Surprising Effects of Campaigning on Judicial Legitimacy*. Chicago: University of Chicago Press. 978-0-226-29108-6.

For Reference:

- Murphy, Walter. 1964. *Elements of Judicial Strategy*. Chicago: University of Chicago Press.
- Maltzman, Forrest and Paul Wahlbeck. 1996. "Strategic Policy Considerations and Voting Fluidity on the Burger Court." 90 *American Political Science Review* 581-592.
- Epstein, Lee and Thomas G. Walker. 1995. "The Role of the Supreme Court in American Society: Playing the Reconstruction Game." In *Contemplating Courts*, ed. Lee Epstein. Washington: CQ Press.
- Knight, Jack and Lee Epstein. 1996. "On the Struggle for Judicial Supremacy." 30 *Law & Society Review* 87-120.
- Brenner, Saul. 1982. "Strategic Choice and Opinion Assignment on the U.S. Supreme Court: A Reexamination." *Western Political Quarterly* 35:204-11.
- Brenner, Saul. 1979. "The New Certiorari Game." *The Journal of Politics* 41: 649-655.
- Schubert, Glendon A. 1962. "Policy Without Law: An Extension of the Certiorari Game." *Stanford Law Review* 14: 284-327.
- Clayton and Gillman, Ch. 2, "Strategy and Judicial Choice: New Institutionalist Approaches to Supreme Court Decision-Making," pp. 43-64 (by Forrest Maltzman, James F. Spriggs, II, and Paul J. Wahlbeck).
- Maltzman, Forrest, James F. Spriggs, II, and Paul J. Wahlbeck. 2000. *Crafting Law on the Supreme*

Court: The Collegial Game. New York: Cambridge University Press.

April 4, 2013

TOPIC 10: IDEOLOGY AND MASS BELIEF SYSTEMS

How do humans come to their political beliefs? What motivates a person to adopt some political views and not others? How does that belief set affect their political behavior? Is there any "rationality" in political behavior among the mass electorate?

Read:

- Converse, Phillip. 1965. "Nature of Belief Systems in a Mass Society." In *Ideology and Discontent*, ed. David Apter. London: Free Press.
- Hinich, Melvin and Michael C. Munger. 1996. *Ideology and the Theory of Political Choice*. Ann Arbor: University of Michigan Press. ISBN 978-0-47208-413-5.

For Reference:

- Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper Collins.
- Nolle-Neumann, Elisabeth. 1984. *The Spiral of Silence: Public Opinion–Our Social Skin*. Chicago: University of Chicago Press.
- Zaller, John R. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

April 11, 2013

TOPIC 11: POLITICAL PARTIES

How do scholars conceive of political parties? Does the system in which they operate affect their structure? Their behavior? Are American political parties unique among political party systems in other parts of the world? Is there any "good" that can come of political parties in the contemporary context?

Read:

- Epstein, Leon. 1986. *Political Parties in the American Mold*. Madison: University of Wisconsin Press. ISBN 0-299-10704-3.

For Reference:

- Eldersveld, Samuel J. 1964. *Political Parties: A Behavioral Analysis*. Chicago: Rand-McNally.
- Epstein, Leon D. 1967. *Political Parties in Western Democracies*. New York: Praeger.
- Riordan, William L. 1991. *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics.* New York: Meridian.

Friday, April 12, 2013

FINAL DRAFT OF LITERATURE REVIEWS DUE IN LANIER'S OFFICE (PH 302O) BY NOON

April 18, 2013

TOPIC 12: POLITICAL REALIGNMENT AND PARTY COALITIONS

Since the 1960s, scholars of party politics have anticipated major changes in the American Political system, known as a party realignment. Has there been a realignment? If so, how has it been characterized? Are we now in—or are we entering—such a period of partisan realignment? If so, which party can claim a majority status, at least temporarily? Is the "Red" and "Blue" state paradigm empirically supported? Has religion and "values" replaced social class the major determinant of how people vote? Are there other cleavages that delineate the American electorate?

Read:

- Judis, John B., and Ruy Teixeira. 2004. *The Emerging Democratic Majority*. New York: Scribner. ISBN 978-0743254786.

- Gelman, Andrew, David Park, Boris Shor, Joseph Bafumi, and Jeronimo Cortina. 2009. *Red State, Blue State, Rich State, Poor State: Why Americans Vote the Way They Do.* Expanded ed. Princeton: Princeton University Press. ISBN 978-0-69114-393-4.

Friday, April 19, 2013

FINAL DRAFT OF RESEARCH PAPERS DUE IN LANIER'S OFFICE (PH 302O) BY NOON

April 25, 2013

RESEARCH PAPER PRESENTATIONS IN CLASS

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