POLITICAL SCIENCE 6045

SEMINAR IN
AMERICAN NATIONAL POLITICS

Spring 2021

Professor: Dr. Drew N. Lanier	**Office Hours**: Tues., Wed., and Friday, 12:00 pm to 2:30 pm, *or by appt.* (phone, Skype, etc.)
Office: Phillips Hall 302O	**Class Time and Place:** Online
Phone: (407) 823-3753 [direct dial] or -2608 [main office]	**Credit Hours**: Three (3)
E-mail: drew.lanier@ucf.edu	

"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 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. 2015. *The Good Citizen: How a Younger Generation is Reshaping American Politics.* 2d Rev. ed. Washington, DC: CQ Press. ISBN 978-1-50631-802-8.

Ellis, Christopher, and James A. Stimson. 2012. *Ideology in America*. New York: Cambridge University Press. ISBN 978-1-10768-741-7.

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.

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., and Sanford Levinson. 2016. *The American Supreme Court*. 6th ed. Chicago: University of Chicago Press. ISBN 978-0-22629-675-3.

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.

Pollock, Philip H., III. 2012. *The Essentials of Political Analysis*. 4th ed. Washington, DC: Congressional

Quarterly Press. ISBN 978-1-60871-686-9.

Pollock, Philip H., III. 2012. *An SPSS Companion to Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-687-6.

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.

SKYPE AVAILABILITY, PHONE APPOINTMENTS, AND OFFICE HOURS

I have a Skype account and am able to meet with you via video during the above-referenced office hours or by appointment to discuss, via phone, course-related questions. Because of the virus emergency, I highly discourage face-to-face office visits. My Skype account name is drew.lanier.

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 presentations to the class on selected assignments on a recurring basis. Regular class participation 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% (two at 10% each)
Literature Review Term Paper	20%
Research Paper/Research Design	30%
Weekly Reading Summaries	20%
Weekly Reading critiques	10%

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

MANDATED DOCUMENTATION OF COURSE ATTENDANCE

As of fall 2014, all faculty members are required to document students' academic activity at the beginning of each course in order to comply with federal regulations involving student financial aid. In order to document that you began this course, please complete the **self-introduction assignment**, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, August 28, 2020**. Failure to do so will result in a delay in the disbursement of your financial aid (adapted from a draft statement from Academic Affairs Office, UCF).

WEEKLY DISCUSSION, SUMMARIES, AND CRITIQUES

As the course is fully online, there are a number of responsibilities that fall upon you as students that replace the discussion we would have completed if we held the seminar meeting in a face-to-face environment.

Each week, students must first claim responsibility for summarizing an article or other work required for that week for the benefit of the entire class. State your claim in the Discussion tab for the relevant week to summarize that work. Then, summarize that article, its theories, methodologies, findings, etc, (using the Format of Analysis of Readings, attached to the Canvas site) by the **associated Tuesday (by 5 pm) of each week** for which we have required readings. Post these titled summaries in the Discussion tab for each week. These then form the basis of the discussion to be had among all class members during the week. These summaries comprise 10 percent of your final course grade.

Then by the **corresponding Thursday (by 5 pm) each week for which we have required readings**, respond to, in the relevant Discussion thread, another student's summary and critique about the article/work that they have summarized for the week. Address whether the original student's conception and review was correct and complete, or if they missed or overlooked key findings or issues with the published work in question. These reviews and critiques comprise 20 percent your final course grade. Thus, there is a greater emphasis placed on objectively reviewing and analyzing another person's work, just as professional scholars do on a daily basis.

Only one student may summarize a particular work each week. This means, that you will have to review what articles/works other students have claimed. You may review/summarize any of the required readings for the week or those noted as "for reference."

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 **Wed., Feb. 17 and Wed., March 3**; 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 graduate program will eventually write a thesis or dissertation—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. <u>Justify the topic</u>. 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 on **Monday, Feb. 22, 2021**. 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) or other similar course, 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. Pollock's volumes can assist you here.

The final version of the research paper is due **Friday, Apr. 23 by noon** (via email in .pdf format or to the Canvas site). You will present its results publically in a *poster session format* at the final meeting of the course. More details to follow.

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. The final version of the literature review is due **Friday, April 9 by noon** to Lanier's email or Canvas (in. pdf format).

General Policies of the University

Source for these policies: UCF Faculty Center for Teaching and Learning (http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php)

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party (such as coursehero.com) without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

d. Falsifying or misrepresenting the student's own academic work.

e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

g. Helping another person violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students having appropriate medical training may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

A deployed, active duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

Religious Observances

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor at least two weeks in advance of the relevant date if they intend to miss class or miss and assignment to observe a holy day of their religious faith. Students who fail to provide this required notice will be deemed to have waived their opportunity to miss class because of a religious observance.

Notice of Use of Turnitin.com

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After

the assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit http://www.turnitin.com.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].

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 actually physically enter, the library and locate the hardcopy of the article in the stacks).

January 11, 2021

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

Complete the mandatory self-introduction assignment. In order to document that you began this course, please complete the **self-introduction assignment**, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, January 15, 2021**. Failure to do so will result in a delay in the disbursement of your financial aid (adapted from a draft statement from Academic Affairs Office, UCF). You should also during this week begin to assemble the weekly readings as it is best to work ahead of the course schedule and stay ahead of it.

January 18, 2021

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, and especially the upheaval surrounding the 2020 presidential election, are the *Federalist Papers* still relevant to an understanding of American Politics today? Or, are they outdated, obscure, dusty relics of a distant past?

Read: Madison, Hamilton and Jay, *The Federalist Papers* (Rossiter, ed.), all. For purposes of the weekly reading summary requirements, sets include Nos. 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-85.

January 25, 2021

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.
- Howard, Marc Morjé and Leah Gilbert. 2008. "A Cross-National Comparison of the Internal Effects of Participation in Voluntary Organizations." *Political Studies* 56:12-32.
- 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.
- Holbrook, Thomas M., and Scott D. McClurg. 2005. "The Mobilization of Core Supporters: Campaigns, Turnout, and Electoral Composition in United States Presidential Elections." *American Journal of Political Sci*ence 49(4): 689-703.

February 1, 2021

TOPIC 3: 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.
- Edwards, George C., III, Andrew Barrett, and Jeffrey Peake. 1997. "The Legislative Impact of Divided Government*." American Journal of Political Science* 41(2): 545-63.

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.

February 8, 2021

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.
- Nicholson, Stephen P., Gary M. Segura, and Nathan D. Woods. 2002. "Presidential Approval and the Mixed Blessing of Divided Government." *The Journal of Politics* 64 (3): 701-20.
- Mellen, Rob, and Kathleen Searles. 2013. "Predicting Presidential Appearances During Midterm Elections: The President and House Candidates, 1982-2010." *American Politics Research* 41 (2): 328-47.
- Waterman, Richard C., Hank C. Jenkins-Smith, and Carol L. Silva. 1999. "The Expectations Gap Thesis: Public Attitudes Toward an Incumbent President." *The Journal of Politics* 61 (4): 944-66.

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 15, 2021

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.
- Fleisher, Richard, and Jon R. Bond. 1988. "Are There Two Presidencies? Yes, But Only for Republicans." *The Journal of Politics* 50 (3): 747-767
- 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.
- Canes-Wrone, Brandice, William Howell, and David Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Re-Evaluation of the Two Presidencies Thesis." *The Journal of Politics* 70(1): 1-16.
- Hamilton, Alexander. *The Federalist Papers*, Nos. 51 and 69.
- Marshall, Bryan W., and Richard L. Pacelle, Jr. 2005. "Revisiting the Two Presidencies: The Strategic Use of Executive Orders." *American Politics Rese*arch 33 (1): 81-105.
- Schraufnagel, Scot, and Stephen Shellman. 2001. "The Two Presidencies, 1984-98: A Replication and Extension." *Presidential Studies Qu*arterly 31(4): 699-707.

Wednesday, February 17, 2021

CRITICAL REVIEW ESSAY #1 IS DUE BY 5 PM TO LANIER'S EMAIL OR CANVAS IN .PDF FORMAT

February 22, 2021

FINAL (APPROVED) TERM PAPER DESCRIPTION/OUTLINE DUE BY THIS DATE

TOPIC 6: THE PRESIDENT AND THE CONGRESS

The president and the Congress are designed as separate institutions sharing power. Each sets their own internal rules. How do the two institutions inter-relate? Does divided government shape that interaction? How do we measure the success of the president in the legislative arena? How do pending elections complicate the

relationship between the two branches who are not required to cooperate with each other? How do the practicalities of constitutional law-making force them to work together?

Read:

- Canes-Wrone, Brandice, and Scott de Marchi. 2002. "Presidential Approval and Legislative Success." *The Journal of Politics* 64(2): 491-509.
- Edwards, George C., III, Andrew Barrett, and Jeffrey Peake. 1997. "The Legislative Impact of Divided Government." *American Journal of Political Science* 41(2): 545-63.
- Eshbaugh-Soha, Matthew. 2010. "The Importance of Policy Scope to Presidential Success in Congress." *Presidential Studies Quarterly* 40(4): 708-24.
- Gilmour, John B. 2011. "Political Theater or Bargaining Failure: Why Presidents Veto." *Presidential Studies Quarterly* 41(3): 471-87.
- Krehbiel, Keith. 1988. "Spatial Models of Legislative Choice." *Legislative Studies Quarterly* 13: 259-319.
- Lee, Francis. 2008. "Dividers, Not Uniters: Presidential Leadership and Senate Partisanship." *The Journal of Politics* 70(4): 914-28.
- 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. For weekly reading summary assignment purposes, sets include Chapts. 1-2, 3-4., 5-6, and, 7-Epilogue.

March 1, 2021

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.

- Groelling, Tim. 2008. "Who's the Fairest of them All? An Empirical Test for Partisan Bias on ABC, CBS, NBC, and Fox News." *Presidential Studies Quarterly* 38 (4): 631–57.
- Kernell, Samuel, and Laurie L. Rice. 2011. "Cable and the Partisan Polarization of the President's Audience." *Presidential Studies Quarterly* 41 (4): 693-711.

For Reference:

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

Wednesday, March 3, 2021

CRITICAL REVIEW ESSAY #1 IS DUE BY 5 PM TO LANIER'S EMAIL OR CANVAS IN .PDF FORMAT

March 8, 2021

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 weekly reading purposes, sets here include chapters 1-2, 3-4, 5-6, 7-8,9-epilogue

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 15, 2021

RESEARCH PAPER TOPICS SHOULD BE APPROVED BY THIS DATE

TOPIC 9: 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? You should here begin to see connections with other concepts covered in the course to date.

Read: Dalton, Russell J. 2015. *The Good Citizen: How a Younger Generation is Reshaping American Politics.* 2d Rev. ed. Washington, DC: CQ Press. ISBN 978-1-50631-802-8. For weekly reading purposes, sets here include Chapt. 1, 2, 3, 4, 5, 6, 7, 8, and 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.

March 22, 2021

TOPIC 10: 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. ISBN 978-0-226-29108-6. For weekly reading purposes, sets here include chapters 1, 2, 3, 4, 5, 6, and 7.

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.

March 29, 2021

TOPIC 11: IDEOLOGY AND MASS BELIEF SYSTEMS

How do humans come to acquire or adopt 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.
- Ellis, Christopher, and James A. Stimson. 2012. *Ideology in America*. New York: Cambridge University Press. ISBN 978-1-10768-741-7. For weekly reading purposes, sets here include chapters 1, 2, 3, 4, 5, 6, 7, and 8.

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.
- Page, Benjamin I., and Robert Y. Shapiro. 1992. *The Rational Public: Fifty Years of Trends in Americans' Policy Preferences*. Chicago: University of Chicago Press.
- Zaller, John R. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

April 5, 2021

TOPIC 12: 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 weekly reading purposes, sets here include Preface-Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 10, and Chapter 11.

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 9, 2021

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

April 12, 2021

***** SPRING BREAK – NO ASSIGNMENTS *****

April 19, 2021

TOPIC 13: 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? Has religion and "values" replaced social class the major determinant of how people vote? Are there other cleavages that delineate the American electorate?

Read:

- 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. For weekly reading purposes, sets here include The Paradox-Chapt. 1, Chapt. 2, Chapt. 3, Chapt. 4, Chapt. 5, Chapt. 6, Chapt. 7, Chapt. 8, Chapt. 9, Chapt. 10, and, Afterword.

Friday, April 23, 2021

FINAL DRAFT OF RESEARCH PAPERS DUE IN
TO LANIER'S EMAIL OR CANVAS BY NOON

April 26, 2021

Upload your poster presentations to the Discussion Tab for this week by Tuesday, Apr. 27 at 5 pm. Include a brief summary of what you seek to do (if you created a research design) and why, and what you expect that you might find if in fact you completed the study as stated. If you completed an actual study, by contrast, include a brief summary of your topic, its importance, what hypotheses that you have tested, your results, and what your findings suggest about the American Presidency.

Then, by Thursday, Apr. 29 at 5 pm, respond in the Discussion thread to another student's research design or completed study, completing the critique and review that we have done with the published studies that we have read all semester. Remember, be polite and helpful, but objective.

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*Many thanks to Professor Jonathan Knuckey, Dept. of Political Science, Univ. of Central Florida, for the generous sharing of his American Politics graduate seminar syllabus.