



Course PSCI 5303 Public Policy Making and Institutions (cross-listed in POEC and PA)
Professor Tom Brunell
Term Fall 2007
Meetings Wed 2:30 p.m.5:15 p.m. GR3.606

Professor’s Contact Information

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General Course Information

Course Description This is a core graduate course in the Political Science Program. The class surveys current and classic research on American Political Institutions as well as public policymaking.

Learning Objectives Objectives of the course are to understand the role that the institutions of government play in the policy process, the linkages between these institutions (Congress, Executive, Judiciary, Bureaucracy) and citizens (through discussions of role of public opinion, elections and interest groups), as well as a better understanding of the constitutional origins of the U.S. political system. Course assignments aim to develop students’ analytical ability and oral presentation skills.

There are 4 books to purchase for the class –

Required Texts & Materials

- 1) Maltzman, "Crafting Law on the Supreme Court" Cambridge University Press
- 2) Stimson, "Public Opinion in America", CDS 0813368901
- 3) Mayhew, "Congress the Electoral Connection", Yale Univ Press
- 4) Fiorina, "Divided Government", Longman Classics

The rest of the required readings are from journals and can be found on JSTOR.org or at the library.

Course Policies

Grading (credit) Criteria	<ul style="list-style-type: none"> o Class Participation/Weekly questions: 25% o Discussion Leader/critical summary 25% o Paper: 50%
Attendance	Class attendance is required. You are responsible for all announcements and information given in class.
Weekly Questions	Weekly questions: Each week (when you are not leading discussion) you should submit two discussion questions about the week’s readings. These questions will

	<p>be the basis for class discussion and will be used to guide how we address the material each week. These questions are due by noon on the day of class. You will post them to WebCT so that everyone can read them and think about them.</p>
Late Work	<p>As a rule, no extensions are granted for written work. Unexcused late papers will be penalized one full grade per day. However, in case of an emergency, contact the professor as soon as possible to see if an exception can be made at the discretion of the professor. Documentation will be required of any emergency.</p>
Classroom Citizenship	<p>Students should be attentive during class and be prepared to actively participate in each seminar. You are to treat your fellow classmates with respect and are expected to listen carefully when others are speaking. Disruptive students will be asked to leave and may be subject to disciplinary action.</p>
Student Conduct and Discipline	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
Academic Integrity	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p>

	<p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
Email Use	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
Withdrawal from Class	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
Student Grievance Procedures	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>

Incomplete Grades	As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F .
Webct	We will be using WebCT for the class, so you need to log on to WebCT regularly and post your discussion questions there.
Disability Services	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p style="text-align: center;">The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
Religious Holy Days	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A</p>

	<p>student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
<p>Off-Campus Instruction and Course Activities</p>	<p>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.</p>

Paper Objectives and Guidelines

Substantive Expectations (Critical summary and discussion leader):

In the week that you lead the seminar discussion you will write a critical summary of the week’s readings. This paper should be 5-7 pages double space typed. The object of this critical review should be to identify the central issues that assigned readings for the week address. Students writing papers will present their analysis in class (~15 minutes). To accommodate seminar discussion, the critical analyses will be due no later than 24 hours in advance of seminar meeting time. Students shall post the paper on webct for the other students at least 24 hours in advance of the class and the paper author shall also place one copy in the instructor’s mailbox. In addition, you should be able to evaluate different theories and approaches, identifying the relevant assumptions, definitions, strengths, and weaknesses of each. Finally, you should be able to create a critical, engaged argument, using the texts as evidence. The paper should take into account the following questions:

1. What is the purpose of the readings, what is the theoretical concern, and what concepts are developed?
2. What is being studied, i.e. what is the unit of analysis and the scope of the study?
3. How is it being studied, in terms of what variables?
4. Are the conclusions suggestive or proven? Do the data support the inference?
5. What is the book’s significance? How does it fit into the literature?
6. How does the book challenge or add to our understanding of development?
7. What are the strengths and shortcomings of the book?

Students writing papers will present their analysis in class (~15 minutes) and help lead discussion. The matrix for grading presentations is as follows:

- Presentation Style: (25%) (e.g. professional, well-organized, maintain eye contact with audience, speak loudly/clearly/slowly, able to respond to questions)

- easily, time management)
- Content: (50%) (e.g. organized, logical flow, overview of issue provided, clear arguments, supporting information provided, use of outside research, integrate course material into presentation)
- Discussion Questions (25%) (provision of stimulating and relevant questions relating your book to the other required readings)

Style Expectations

Format:

1. Use parenthetical citations. For instance: “Here we build on the work of Stafford (1980) and Powers (1979) to

Then your bibliography looks like this -

Bibliography:

Stafford, David. *Britain and European Resistance*. Toronto: University of Toronto Press, 1980.

Powers, James F. "Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain." *American Historical Review* 84 (June 1979): 649-67.

According to *The Chicago Manual of Style*, "the full reference of a note, as in a bibliographic entry, must include enough information to enable the interested reader to find it in a library, though the form of the note need not correspond precisely to that of the library catalog."¹

2. Use a 12 point font.
3. The text should be typed, double spaced, and have one inch margins.
4. Do not add extra spaces between paragraphs.
5. Number the pages.
6. Include a title page with your name, course title, and date.
7. Include a bibliography.

Style:

1. Include an introduction and conclusion with appropriate outlines and summation of the main points of your paper.
2. Use topic sentences in your paragraphs. (Please – no two sentence paragraphs or two page paragraphs!)
3. Do not use a casual tone. (For example, do not use contractions such as “can’t,” “wouldn’t”, etc.)
4. Avoid speaking in the first person. (For example, “In this paper I will ...”)

¹ *Chicago Manual of Style*, 13th ed. (Chicago: University of Chicago Press, 1982), 487.

5. Spell check!

Sources:

1. Cite often. An overabundance of citations is always preferable to too few. Cite as if you want the reader to be able to easily refer to your sources when you refer to facts, quotations, and interpretations.
2. If someone else says it, you must give credit to him or her. If you repeat the author verbatim, you must quote and cite the author. If you paraphrase his or her words, you must cite the author. Failure to do this is plagiarism.

A good reference for writing standards and references is the *Chicago Manual of Style*.

If in doubt, please consult it.

Adapted from Duke University guidelines for writers
AVOIDING PLAGIARISM



Take time to make careful choices among -- and learn to use -- the research tools available to you. You will probably find that your favorite Web search engine is not adequate, by itself, for college-level research. Consult with your professor or a [librarian](#). You may need to use specialized research tools, some of which may require learning new searching techniques.

Expect to make trips to the library. While you can access many of the library's resources from your home computer, you may find that you need to make several trips to the library to use materials or research tools that are not accessible remotely. Of course you will be seeking the *best* information, not settling for sources simply because they happen to be available online.

Allow time for gathering materials that are not available at UTD. The [Interlibrary Loan](#) office can borrow articles and books from other libraries, but this process takes additional time.

Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

Sloppy note-taking increases the risk that you will unintentionally plagiarize. Unless you have taken notes carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own documents.

Identify words that you copy directly from a source by placing *quotation marks* around them, typing them in a *different color*, or *highlighting them*. (Do this immediately, as you are making your notes. Don't expect to remember, days or weeks later, what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

Jot down the page number and author or title of the source each time you make a note, *even if you are not quoting directly but are only paraphrasing*.

Keep a working bibliography of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

Keep a research log. As you search databases and consult reference books, keep track of what *search terms* and *databases* you used and the *call numbers* and *url's* of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage in your own words. **If you paraphrase a passage, you must still cite the original source of the idea.** For detailed examples and a discussion, see [Appropriate Uses of Sources](#).

You must cite ideas given to you in a conversation, in correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a *well known quote* such as Kennedy's "Ask not what your country can do for you . . .," or a *familiar proverb* such as "You can't judge a book by its cover." *Common knowledge* is something that is widely known. For example, it is common knowledge that Bill Clinton served two terms as president. It would not be necessary to cite a source for this fact.

These types of sources should be cited as well:

Printed sources: books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents.

Electronic sources: web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases.

Images: works of art, illustrations, cartoons, tables, charts, graphs.

Recorded or spoken material: course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

<u>Date</u>	<u>Topic/Books</u>	<u>Readings</u>
8.22.2007	<u>Introduction</u>	Syllabus
8.29.2007	Congress and Elections	Read Mayhew
9.5.2007	The Malapportioned Senate and its effects on public policy	Read Lee & Oppenheimer.
9.12.2007	Representation and constituency	<p>W. Miller and D. Stokes. 1963. "Constituency Influence in Congress," <i>American Political Science Review</i> 57: 45-56.</p> <p>R. Erikson, N. Luttbeg, and W. Holloway. 1975. "Knowing One's District: How Legislators Predict Referendum Voting," <i>American Journal of Political Science</i> 19: 231-246.</p> <p>J. Kuklinski and R. Elling. 1977. "Representational Role, Constituency Opinion, and Legislative Roll Call Behavior," <i>American Journal of Political Science</i> 21: 135-147.</p> <p>D. J. McCrone and J. H. Kuklinski. 1979. "The Delegate Theory of Representation," <i>American Journal of Political Science</i> 23: 278-300.</p> <p>R. Erikson. 1978. "Constituency Opinion and Congressional Behavior: A Reexamination of the Miller-Stokes Data," <i>American Journal of Political Science</i> 22: 511-35.</p> <p>Eulau and Karps. 1977. "The Puzzle of Representation: Specifying Components of Responsiveness." <i>Legislative Studies Quarterly</i> 2(3): 233-254</p>
9.19.2007	The President	<p>Hager, G. and Terry Sullivan. 1994. "President Centered and Presidency Centered Explanations of Presidential Public Activity." <i>AJPS</i>.</p> <p>Jon A. Krosnick, Donald R. Kinder. 1990. Altering the Foundations of Support for the President Through Priming. <i>APSR</i>, Vol. 84, No. 2. pp. 497-512</p> <p>Revised Models of the "Rally Phenomenon": The Case of the Carter Presidency (in Research Notes) Karen J. Callaghan, Simo Virtanen. <i>The Journal of Politics</i>, Vol. 55, No. 3. (Aug., 1993), pp. 756-764.</p> <p>A "Presidency-Augmented" Model of Presidential Success on House Roll Call Votes Cary R. Covington, J. Mark Wrighton, Rhonda Kinney <i>American Journal of Political Science</i>, Vol. 39, No. 4. (Nov., 1995), pp. 1001-1024.</p>

9.26.2007	Divided Government	Read Fiorina
10.3.2007	Lobbying and interest groups	<p>Hall, Richard and Frank Wayman. 1990. "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees." <i>APSR</i>.</p> <p>Austen-Smith, David and John Wright. 1994. "Counteractive Lobbying." <i>AJPS</i>.</p> <p>Baumgartner, Frank and Beth Leech. 1996. "The Multiple Ambiguities of 'Counteractive Lobbying'." <i>AJPS</i>.</p> <p>Austen-Smith, David and John Wright. 1996. "Theory and Evidence for Counteractive Lobbying." <i>AJPS</i>.</p> <p>Gopoian, J. David. 1984. "What Makes PACs Tick? An Analysis of the Allocation Patterns of Economic Interest Groups." <i>American Journal of Political Science</i> 28(2):259–281.</p> <p>Wright, John R. 1990. "Contributions, Lobbying, and Committee Voting in the U.S. House of Representatives." <i>American Political Science Review</i> 84(2):417–438.</p> <p>Brunell, Thomas. 2005. "The Relationship Between Political Parties and Interest Groups." <i>Political Research Quarterly</i> 58(4) 681-689.</p>
10.10.2007	Political parties	<p>H. McClosky, P. Hoffman and R. O'Hara (1960) "Issue Conflict and Consensus among Party Leaders and Followers." <i>APSR</i>. 54: 406-427.</p> <p>I. Budge and R. Hofferbert (1990) "Mandates and Policy Outputs: U.S. Party Platforms and Federal Expenditures." <i>APSR</i>. 84: 111-131.</p> <p>J. Coleman (1996) "Party Organizational Strength and Public Support for Parties." <i>AJPS</i>. 40: 805-824.</p>

		<p>Krehbiel, Keith. 1995. "Cosponsors and Wafflers from A to Z." <i>American Journal of Political Science</i>. 39 (4): 906-923.</p> <p>Krehbiel, Keith. 1999. "Paradoxes of Parties in Congress." <i>Legislative Studies Quarterly</i>. 24 (1): 31-64.</p> <p>Binder, Sarah A., Eric D. Lawrence and Forrest Maltzman. (1999) "Uncovering the Hidden Effect of Party." <i>Journal of Politics</i>.</p>
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10.17.2007	Agenda setting	<p>Wood and Peake. 1998. "The Dynamics of Foreign Policy Agenda Setting." <i>American Political Science Review</i> 173-184.</p> <p>Baumgartner and Jones. 1991. "Agenda Dynamics and Policy Subsystems." <i>Journal of Politics</i> 1044-1074.</p> <p>Jones, Sulkin and Larsen. 2003. "Policy Punctuations in American Political Institutions." <i>American Political Science Review</i></p>
10.24.2007	Policy making	<p>Charles E. Lindblom. 1959. "The 'Science' of Muddling Through." <i>Public Administration Review</i>, 19: 79-88.</p> <p>Jonathan Bendor. 1995. "A Model of Muddling Through." <i>American Political Science Review</i> 89(4), pp. 819-840</p> <p>Paul R. Schulman. 1975. "Nonincremental Policymaking" in <i>American Political Science Review</i>, 69: 1354-1370.</p> <p>Bryan D. Jones; Frank R. Baumgartner; James L. True. 1998. "Policy Punctuations: U.S. Budget Authority, 1947-1995" <i>The Journal of Politics</i> 60(1) pp. 1-33</p>
10.31.2007	Supreme Court	<u>Crafting Law on the Supreme Court, by Maltzmann, Spriggs, and Wahlbeck.</u>
11.07.2007	Public Opinion	James A. Stimson. 1999. <u>Public Opinion in America: Moods, Cycles and Swings.</u> Boulder Co. Westview Press.
11.14.2007		Begin student presentations
11.21.2007		Finish student presentations
12.1.2007	<u>Paper Due</u>	