

Proseminar in American Political Institutions PSCI 5030-001

Spring 2026

Professor: Matthew Eshbaugh-Soha
Office: Wooten 156
Office Hours: T 11am-2pm

E-mail: Matthew.Eshbaugh-Soha@unt.edu
Phone: 565-2329
Class: T 2-4:50pm, Wooten 125a

Course Overview

This course focuses on American political institutions and their place in the American political system. First, we will underscore some of the important approaches scholars take to studying institutions and, ultimately, publish their findings. Next, we will proceed through each of the major political institutions, both in and outside of government. In other words, we will examine prominent research on each of the following institutions: Congress, the presidency, bureaucracy, courts, interest groups, and mass media. We address agenda-setting and will conclude with a discussion of representation, which constitutes the linkage between the people and institutions in a democratic government and helps to connect this class with our other proseminar in American political behavior. Throughout the course, we will discuss and analyze findings of the scholarly community.

This seminar is designed to introduce you to a broad spectrum of research, classic and current, on American political institutions. As you will be reading much of the important and relevant literature, you will develop a broad grasp of American political institutions, be introduced to important questions asked by researchers and yet to be answered. As an introduction, this class is insufficient for your full understanding and appreciation of any of the covered topics, and you are encouraged to read beyond this syllabus to build your expertise for the current class and your future goals.

Because this seminar is structured to encourage you to speak often about the readings and write a unique paper on American political institutions, you should leave the seminar with improved critical thinking and writing skills, and a frame of thinking about American politics using rigorous logic, not analysis by anecdote.

Course Assignments

1. Class Participation	25 %
2. Article Discussion and Bibliography	20 %
3. Annotated Bibliography	10 %
4. Book Review	15 %
5. Research Paper	30 %

Research Paper: Your final paper will address a major question in American political institutions. You should begin thinking about your paper early and may wish to glance ahead at a topic that you find interesting. This paper should not be seen as an end in itself. I strongly urge you to use this paper as a way of thinking about how this class and this paper fits into your goals as a graduate student.

For example, this paper may take the form of a research design in which you identify a specific research idea and begin developing hypotheses using systematic reasoning and theoretical thinking. You are not required to gather data and test the hypotheses, although extra work of this sort will help you to progress smartly toward your degree. This approach should encourage you to consider or develop a dissertation or thesis topic, with this paper serving as a draft to be revised for a conference paper. A paper without data should ground heavily in the literature.

Alternatively, if your first field is not American politics, you are welcome to write a comprehensive literature review (about 20 pages) as a way to help you achieve other goals. This might include developing an expertise in an area of American political institutions to help you prepare for comprehensive exams or to teach in that area. Either way, ***this paper's central focus must be on political institutions. Moreover, your paper must be distinct from papers you have written in other classes, unless this paper is to be part of a dissertation.*** The paper should follow APSA formatting.

In lieu of a formal class presentation, the last day of class will be an in-class discussion where each student will be able to talk briefly about their project and what they uncovered.

Paper Proposal: As part of the research paper grade, I require you to write and submit a one-page proposal that will do the following: ask a question you will attempt to answer; identify some literature that you will read; and express why this might be an important paper. You should think of this proposal as the beginning of your conversation with me about your research paper. Therefore, I expect to see you about your research paper, whether before, during, or after (or all three!) you write this proposal. Although the final due date for the proposal is **February 24, 2026**, you are more than welcome to turn in a proposal or seek my guidance earlier than that.

Article Discussion and Bibliography: Every one to two weeks, you will be responsible for offering a detailed summary and analysis of a specific article that we will read. You will be prepared to identify the research question in the paper and the key literature upon which the article builds, explain the theory and hypotheses of the paper, discuss the methods, and summarize the findings. Throughout the semester, you will also summarize what you have learned from your set of articles in the form of an annotated bibliography. These are due **no later than April 28** and are to be shared with the entire class.

Book Review: Each of you will write one book review, from one of the required books listed below. This book review should be between 750 and 1000 words. A quality book review will identify the core theme or contribution of the book, summarize in succinct detail the most important findings in the book, and offer constructive criticism. **The book review is due the day of class for the book's weekly topic.** I encourage you to read other book reviews—but not a review of the book you are reading! Some ideas for thinking about reviewing others' work may be found here: Miller et al. 2013. "How to be a Peer-Reviewer," *PS: Political Science*: 120-23.

Annotated Bibliography: You will complete an annotated bibliography of 12 sources related to American political institutions, and that will build a foundation for your final paper. You may not annotate articles from the required readings, but you may annotate some of the books and articles

listed among the additional readings. I will provide a rubric which will clarify my expectations. The bibliography is due on **April 21, 2026**.

Class Participation: I expect each of you to demonstrate a comprehensive grasp of the assigned readings on a weekly basis and to do so by speaking about the readings each week. Only if you think about and grapple with the implications and limitations of the readings will you be able to develop your own insights. Speaking effectively is also a skill necessary for your career. I will be keeping track of participation. A regular, near weekly contribution is required to earn full credit.

Articles and Books: Most, if not all, articles are available through JSTOR or the library's electronic journal databases. Selections from books are available on this course's page in Canvas.

Required Texts

- Arceneaux, Kevin, Johanna Dunaway, Martin Johnson, and Ryan J. Vander Wielen. 2025. *The House that Fox News Built*. Cambridge University Press.
- Baumgartner, Frank R., and Bryan D. Jones. 1993. *Agendas and Instability in American Politics*. University of Chicago Press.
- Bond, Jon and Richard Fleisher. 1990. *The President in the Legislative Arena*. University of Chicago Press.
- Hill, Kim Quaile, Soren Jordan, and Patricia A. Hurley. 2015. *Representation in Congress: A Unified Theory*. Cambridge University Press.
- Curry, James M., and Frances E. Lee. 2020. *The Limits of Party: Congress and Lawmaking in a Polarized Era*. University of Chicago Press.
- Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.
- Theriault, Sean M. 2005. *Party Polarization in Congress*. Cambridge University Press.

Other Resources

One purpose of this class is to introduce you to key literature in multiple areas. Even a seminar like this, nevertheless, only scratches the surface of what is available. Two additional resources can help you to supplement your knowledge. These are: (1) The *Annual Review of Political Science* and (2) *Oxford Research Encyclopedia of Politics*. Both are available through the UNT digital library. Literature is arranged topically, is generally up to date, and will provide you with a general overview of important research. These are summaries and may not be used in the annotated bibliography.

Course Schedule

Week One	January 13	Course Introduction
APSA Style Manual King, Gary. 2006. "Publication, Publication." <i>PS: Political Science and Politics</i> 39: 119-125. Zigerell, L.J. 2011. "Of Publishable Quality: Ideas for Political Science Seminar Papers." <i>PS: Political Science & Politics</i> 44: 629-633.		

Aldrich, John H., and David W. Rhode. "Congressional Committees in a Continuing Partisan Era." In *Congress Reconsidered*, 9th ed, Lawrence C. Dodd, and Bruce I Oppenheimer, editors.

Cox, Gary and Mathew McCubbins. 1999. "Controlling the Legislative Agenda." In *Classics in Congressional Politics*, Lisa Campoli, Eric Heberlig, and Herbert Weisberg, editors. Longman Press.

Kingdon, John W. 1977. "Models of Legislative Voting." *Journal of Politics* 39: 563-595.

Krehbiel, Keith. 1999. "Paradoxes of Parties in Congress." *Legislative Studies Quarterly* 24: 31-64.

Schickler, Eric, and Kathryn Pearson. 2009. "Agenda Control, Majority Party Power, and the House Committee on Rules, 1937-65." *Legislative Studies Quarterly*.

Adler, E. Scott. 2002. *Why Congressional Reforms Fail: Reelection and the House Committee System*. University of Chicago Press.

Aldrich, John and David Rohde. 2000. "The Republican Revolution and the House Appropriations Committee." *Journal of Politics* 62: 1-33.

Ansolabehere, Stephen, James Snyder, and Charles Stewart. 2001. "The Effects of Party and Preferences on Roll-Call Voting." *Legislative Studies Quarterly*.

Cox, Gary. "The Organization of Democratic Legislatures." *Oxford Handbook of Political Economy*.

Cox, Gary and Mathew McCubbins. 2007. *Legislative Leviathan*, 2nd edition. Cambridge University Press.

Cox, Gary and Mathew McCubbins. 2005. *Setting the Agenda*. Cambridge.

Fenno, Richard. 1973. *Congressmen in Committees*.

Hall, Richard L. 1996. *Participation in Congress*. New Haven: Yale University Press.

Jones, David R. 2010. "Partisan Polarization and Congressional Accountability in House Elections." *American Journal of Political Science* 54: 323-337.

Kingdon, John W. 1981. *Congressmen's Voting Decisions*. New York: Harper & Row.

Krehbiel, Keith. 1991. *Information and Legislative Organization*. University of Michigan Press.

Krehbiel, Keith. 1999. *Pivotal Politics*. University of Chicago Press.

Lee, Frances. 2008. "Agreeing to disagree: Agenda Content and Senate Partisanship, 1981-2004." *Legislative Studies Quarterly* 33: 199-222.

McCarty, Nolan, Keith T. Poole, and Howard Rosenthal. 2006. *Polarized America: The Dance of Ideology and Unequal Riches*. Cambridge: MIT Press.

Oldmixon, Elizabeth A. 2005. *Uncompromising Positions: God, Sex, and the US House of Representatives*. Georgetown University Press.

Polsby, Nelson. 1968. "The Institutionalization of the U.S. House of Representatives." *American Political Science Review* 62:144-68.

Rohde, David W. 1991. *Parties and Leaders in the Postreform House*. Chicago: Chicago University Press.

Schickler, Eric. 2001. *Disjointed Pluralism: Institutional Innovation and the Development of the U.S. Congress*. Princeton, NJ: Princeton University Press.

Sinclair, Barbara. 1999. "Transformational Leader or Faithful Agent? Principal-Agent Theory and House Majority Party Leadership." *Legislative Studies Quarterly* 24.

Week Five

February 10

Presidential Power

Neustadt, Richard E. 1990. *Presidential Power and the Modern Presidents*. New York: The Free Press, chapters 1-5.

Kernell, Samuel. 1997. *Going Public: New Strategies of Presidential Leadership*, 3rd edition Washington, DC: CQ Press. Chapters 1, 2, and 5.

Canes-Wrone. 2001, Brandice. "The President's Legislative Influence from Public Appeals," *American Journal of Political Science* 45: 313-329.

Edwards, George C. III. 2009. *The Strategic President*. Princeton. Chapters 1 and 3.

Additional Reading

Barrett, Andrew. 2004. "Gone Public: The Impact of Going Public on Presidential Legislative Success." *American Politics Research* 32: 338-370.

Baum, Matthew A., and Samuel Kernell. 1999. "Has Cable Ended the Golden Age of Presidential Television?" *American Political Science Review* 93: 99-114.

Canes-Wrone, Brandice. 2006. *Who Leads Whom?* University of Chicago Press.

Canes-Wrone, Brandice, William Howell and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis." *Journal of Politics* 70: 1-16.

Cohen, Jeffrey E. 1995. "Presidential Rhetoric and the Public Agenda," *American Journal of Political Science* 39: 87-107.

Edwards, George C. III. 2003. *On Deaf Ears*. Yale University Press.

Eshbaugh-Soha, Matthew. 2006. *The President's Speeches: Beyond "Going Public"*. Boulder, CO: Lynne Rienner Publishers.

Rottinghaus, Brandon. 2010. *The Provisional Pulpit*. Texas A&M University Press.

Welch, Reed. 2003. "Was Reagan Really a Great Communicator?" *Presidential Studies Quarterly*: 853-76.

Darrell M. West. 1988. "Activists and Economic Policymaking in Congress," *American Journal of Political Science* 32: 662-680.

Week Six

February 17

Congress and the Presidency

Bond, Jon and Richard Fleisher. 1990. *The President in the Legislative Arena*. University of Chicago Press.

Bond, Jon R., Richard Fleisher, and B. Dan Wood. 2003. "The Marginal and Time-Varying Effect of Public Approval on Presidential Success in Congress." *Journal of Politics* 65: 92-110.

Edwards, George C., III, Andrew Barrett, and Jeffrey Peake. 1997. "The Legislative Impact of Divided Government," *American Journal of Political Science* 41: 545-563.

Cohen, Jeffrey E., and Matthew Eshbaugh-Soha. 2012. "Durability and Change in the President's Legislative Agenda, 1799-2002." In *Living Legislation*, Jeffrey A. Jenkins and Eric M. Patashnik, eds. University of Chicago Press.

Bond and Fleisher book review due

Additional Reading

Barrett, Andrew, and Matthew Eshbaugh-Soha. 2007. "Presidential Success on the Substance of Legislation." *Political Research Quarterly* 60: 100-112.

Beckmann, Matthew N. 2010. *Pushing the Agenda*. Cambridge University Press.

Cohen, Jeffrey E. 2019. *The President on Capitol Hill: A Theory of Institutional Influence*. Columbia University Press.

Edwards, George C. III. 1989. *At the Margins: Presidential Leadership of Congress*. New Haven, CT: Yale University Press.

Peterson, Mark A. 1990. *Legislating Together: The White House and Capitol Hill from Eisenhower to Reagan*. Cambridge: Harvard University Press.

Week Seven

February 24 Courts I: Attitudinal Model and Decisions

Segal, Jeffrey A. and Harold J. Spaeth. 1996. "The Influence of Stare Decisis on the Votes of United States Supreme Court Justices," *American Journal of Political Science* 40: 971-1003. [plus]

response; skim the other articles in that sequence.]

Bailey, Michael A., and Forrest Maltzman. 2008. "Does Legal Doctrine Matter? Unpacking Law and Policy Preferences on the US Supreme Court." *American Political Science Review* 102(3): 369-384.

Clark, Tom S., and Benjamin Lauderdale. 2010. "Locating Supreme Court Opinions in Doctrine Space." *American Journal of Political Science* 54(4): 871-890.

George, Tracey E., and Lee Epstein. 1992. "On the Nature of Supreme Court Decision Making." *American Political Science Review* 86(2): 323-337.

Week Eight March 3 Courts II: Agendas, Regimes, Appointments

Black, Ryan C., and Ryan J. Owens. 2009. "Agenda-Setting in the Supreme Court: The Collision of Policy and Jurisprudence." *Journal of Politics* 71(3): 1062-1075.

Richards, Mark J., and Herbert M. Kritzer. 2002. "Jurisprudential Regimes in Supreme Court Decision Making." *American Political Science Review* 96: 305-320.

Epstein, Lee, Rene Lindstadt, Jeffrey A. Segal, and Chad Westerland. 2006. "The Changing Dynamics of Senate Voting on Supreme Court Nominees." *Journal of Politics* 68(2): 296-307.

Lax, Jeffrey R., and Kelly T. Rader. 2010. "Legal Constraints on Supreme Court Decision Making: Do Jurisprudential Regimes Exist?" *Journal of Politics* 72(2): 273-284.

Additional Reading

Segal, Jeffrey A. and Harold Spaeth. 2002. *Supreme Court and the Attitudinal Model Revisited*. New York: Cambridge University Press.

Baum, Lawrence. 1994. "What Judges Want: Judges' Goals and Judicial Behavior." *Political Research Quarterly* 4: 749-768.

Braman, Eileen, and Thomas E. Nelson. 2007. "Mechanism of Motivated Reasoning? Analogical Perception in Discrimination Disputes." *American Journal of Political Science* 51(4): 940-956.

Collins, Paul M., Jr. 2008. *Friends of the Supreme Court: Interest Groups and Judicial Decision Making*. New York: Oxford University Press.

Corley, Pamela C., Paul M. Collins, Jr., and Bryan Calvin. 2011. "Lower Court Influence on U.S. Supreme Court Opinion Content." *Journal of Politics* 73: 31-44.

Epstein, Lee, and Jack Knight. 1998. *The Choices Justices Make*. Washington: CQ Press.

Graber, Mark A. 1993. "The Non-majoritarian Difficulty: Legislative Deference to the Judiciary." *Studies in American Political Development* 7: 35-73.

Giles, Micheal W., Bethany Blackstone, and Richard L. Vining, Jr. 2008. "The Supreme Court in American Democracy: Unraveling the Linkages between Public Opinion and Judicial Decision Making." *Journal of Politics* 70: 293-306.

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

Kritzer, Herbert M., and Mark J. Richards. 2010. "Taking and Testing Jurisprudential Regimes Seriously: A Response to Lax and Rader" *Journal of Politics* 72(2): 285-288.

Lax, Jeffrey R., and Kelly T. Rader. 2010. "Legal Constraints on Supreme Court Decision Making: Do Jurisprudential Regimes Exist?" *Journal of Politics* 72(2): 273-284.

Lax, Jeffrey R., and Kelly T. Rader. 2010. "The Three Prongs of a J Regimes Test: A Response to Kritzer and Richards." *Journal of Politics* 72(2): 289-291.

Lax, Jeffrey R., and Kelly T. Rader. 2010. "Legal Constraints on Supreme Court Decision Making: Do Jurisprudential Regimes Exist?" *Journal of Politics* 72: 273-284.

Maltzman, Forrest, James F. Spriggs, II, and Paul J. Wahlbeck. 2000. *Crafting Law on the Supreme Court: The Collegial Game*. Cambridge: Cambridge University Press.

Martinek, Wendy L., Mark Kemper, and Steven R. Van Winkle. 2002. "To Advise and Consent: The Senate and Lower Federal Court Nominations, 1977-1998." *Journal of Politics* 64: 337-361.

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

Perry, H.W., Jr. 1991. *Deciding to Decide: Agenda Setting in the United States Supreme Court*. Cambridge: Harvard University Press.

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

Rosenberg, Gerald. 2006. "The Hollow Hope: Can Courts Generate Social Change?" In *Courts, Judges, and Politics*, ed. Walter F. Murphy, C. Herman Pritchett, Lee Epstein, and Jack Knight.

McCann, Michael. 2006. "Reform Litigation on Trial: Review of The Hollow Hope." In *Courts, Judges, and Politics*, ed. Walter F. Murphy, C. Herman Pritchett, Lee Epstein, and Jack Knight. Boston: McGraw Hill.

Songer, Donald R., Jeffrey A. Segal, and Charles M. Cameron. 1994. "The Hierarchy of Justice: Testing a Principal-Agent Model of Supreme Court-Circuit Court Interaction." *American Journal of Political Science* 38: 673-696.

Spring Break	March 9	No Class
Week Nine	March 17	Bureaucracy

McCubbins, Matthew D. and Thomas Schwartz. 1984. "Congressional Oversight Overlooked: Police Patrols and Fire Alarms." *American Journal of Political Science* 84: 165-179.

B. Dan Wood and Richard W. Waterman. 1994. *Bureaucratic Dynamics*. Westview Press. Chaps 2-3.

Gailmard, Sean, and John W. Patty. 2007. "Slackers and Zealots: Civil Service, Policy Discretion, and Bureaucratic Expertise." *American Journal of Political Science* 51: 873-889.

Clinton, Joshua, Anthony Bertelli, Christian R. Grose, David E. Lewis, and David C. Nixon. 2012. "Separated Powers in the United States: The Ideology of Agencies, Presidents, and Congress." *American Journal of Political Science* 56: 341-354.

Additional Reading

Aberbach, Joel D. 1990. *Keeping a Watchful Eye: The Politics of Congressional Oversight*. Washington, DC: The Brookings Institution.

Anderson, James. 2006. *Public Policymaking: An Introduction*. Houghton-Mifflin.

Arnold, R. Douglas. 1979. *Congress and the Bureaucracy: A Theory of Influence*. Yale University Press.

Lewis, David E. 2008. *The Politics of Presidential Appointments*. Princeton University Press

Lewis, David E. 2003. *Presidents and the Politics of Agency Design*. Stanford University Press.

March, James G. and Herbert A. Simon. 1958. *Organizations*. New York: Wiley.

Meier, Kenneth J., and John Bohte. 2006. *Politics and the Bureaucracy*. Wadsworth.

Rourke, Francis E. 1969. *Bureaucracy, Politics, and Public Policy*. Boston: Little, Brown.

Simon, Herbert A. 1957. *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization*, 2nd edition. New York: MacMillan.

Wilson, James Q. 1988. *Bureaucracy: What Government Agencies Do and Why They Do It*. Basic Books.

Week Ten	March 24	Media I
Arnold, R. Douglas. 2004. <i>Congress, the Press, and Political Accountability</i> . New York: Russell Sage Foundation, Chapter 1.		
Boydston, Amber E. 2013. <i>Making the News</i> . University of Chicago Press. Focus on Chapters 1-5.		
Schudson, Michael. 2002. "The News Media as Political Institutions." <i>Annual Review of Political Science</i> 5: 249-69.		
Bennett, W. Lance, Regina G. Lawrence, and Steven Livingston. 2007. <i>When the press fails: Political power and the news media from Iraq to Katrina</i> . Chicago: University of Chicago Press.		
Chapter 2 "The Semi-Independent Press".		

Zaller, John R. and Dennis Chiu. 1996. "Government's Little Helper: U.S. Press Coverage of Foreign Policy Crises, 1945-1991." *Political Communication*, 13: 385- 405.

Week Eleven

March 31

Media II

Arceneaux, Kevin, Johanna Dunaway, Martin Johnson, and Ryan J. Vander Wielen. 2025. *The House that Fox News Built*. Cambridge University Press.

Dunaway, Johanna. 2008. "Markets, Ownership, and the Quality of Campaign News Coverage." *Journal of Politics*: 1193-1202.

Prior, M. 2005. "News vs. entertainment: How increasing media choice widens gaps in Political knowledge and turnout." *American Journal of Political Science*: 577-592.

Arcemeaux, Dunaway, Johnson, and Wielen book review due

Additional Reading

Baum, Matthew A. 2006. *Soft News Goes to War: Public Opinion and American Foreign Policy in the New Media Age*.

Baumgartner and Morris. 2006. "The Daily Show Effect." *American Politics Research* 34: 341-67.

Cohen, Jeffrey E. 2008. *The Presidency in an Era of 24-Hour News*. Princeton University Press.

Druckman, James N., and Michael Parkin. 2005. "The Impact of Media Bias: How Editorial Slant Affects Voters." *Journal of Politics* 67: 1030-1049. [more behavior]

Eshbaugh-Soha, Matthew. 2008. "Local Newspaper Coverage of the Presidency." *International Journal of Press/Politics* 13: 103-119.

Graber, Doris A. 2006. *Mass Media and American Politics*, 7th edition. Washington, DC: CQ Press.

Groeling, Tim, and Samuel Kernell. 1998. "Is Network Coverage of the President Biased?" *Journal of Politics* 60: 1063-1087.

Grossman, Michael Baruch, and Martha Joynt Kumar. 1981. *Portraying the President: the White House and the News Media*. Baltimore: Johns Hopkins University Press.

Hamilton, James T. 2004. *All the News That's Fit to Sell: How the Market Transforms Information into News*. Princeton, NJ: Princeton University Press.

Hill and Holbrook. 2005. "Agenda-Setting and Priming in Prime Time Television." *Political Communication* 22: 277-95.

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

Iyengar, Shanto. 1993. *Is Anyone Responsible? How Television Frames Political Issues*. University of Chicago Press.

Jon A. Krosnick and Donald R. Kinder. 1990. "Altering the Foundations of Support for the President through Priming," *American Political Science Review* 84: 497-512. [more behavior]

Miller, J. and John Krosnick. 2000. "News Media Impact on the Ingredients of Presidential Evaluations." *American Journal of Political Science* 44: 301-315.

Mondak, Jeffrey J. 1995. *Nothing to Read*. The University of Michigan Press.

Mutz, Diana. 1998. *Impersonal Influence*. Cambridge University Press.

Prior, Markus. 2007. *Post-Broadcast Democracy*. Cambridge University Press.

Week Twelve

April 7

Institutional Agenda-Setting

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

Beland, Daniel, and Michael Howlett. 2016. "The Role and Impact of the Multiple-Streams Approach in Comparative Policy Analysis." *Journal of Comparative Policy Analysis: Research and Practice* 18: 221-27. *** good summary of Kingdon's model ***

Edwards, George C. III and B. Dan Wood. 1999. "Who Influences Whom? The President,

Congress, and the Media," *American Political Science Review*: 327-344. Baumgartner and Jones book review due

Week Thirteen April 14 Representation

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

Pitkin, Hanna. 1967. *The Concept of Representation*. University of California Press, Chapter 10.

Hill, Kim Quaile, Soren Jordan, and Patricia A. Hurley. 2015. *Representation in Congress: A Unified Theory*. Cambridge University Press.

Hill, Jordan, and Hurley book review due

Additional Reading

Eulau, Heniz, John C. Wahlke, William Buchanan, and LeRoy C. Ferguson. 1959. "The Role of the Representative: Some Empirical Observations on the Theory of Edmund Burke." *American Political Science Review* 53: 742-56.

Hill, Kim Quaile, and Patricia Hurley. 1999. "Dyadic Representation Reappraised." *American Journal of Political Science* 43.

Kuklinski, James H. 1978. "Representativeness and Elections: A Policy Analysis." *American Political Science Review* 72: 165-177.

Swain, Carol. 1993. *Black Faces, Black Interests: The Representation of African Americans in Congress*. Harvard University Press, Chapter 1.

Gay, Claudine. 2001. "The Effect of Black Congressional Representation on Political Participation." *American Political Science Review* 95 (September): 589-602.

Bratton, Kathleen and Kerry Haynie. 1999. "Agenda Setting and Legislative Success in State Legislatures: The Effects of Gender and Race." *The Journal of Politics* 61:658-79.

Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino do?" *American Political Science Review* 96: 729-43.

Gay, Claudine. 2007. "Legislating Without Constraints: The Effect of Minority Districting on Legislators' Responsiveness to Constituency Preferences." *Journal of Politics* 69: 442-456.

Lublin, David. 1999. "Racial Redistricting and African-American Representation." *American Political Science Review* 93:183-187.

Pantoja, A., and G.M. Segura. 2003. "Does Ethnicity Matter? Descriptive Representation in Legislatures and Political Alienation Among Latinos." *Social Science Quarterly* 84: 441-460.

Preuhs, Robert R. 2006. "The Conditional Effects of Minority Descriptive Representation: Black Legislators and Policy Influence in the American States." *The Journal of Politics* 68: 585- 599.

Thomas, Martin. 1985. "Election Proximity and Senatorial Roll Call Voting." *American Journal of Political Science* 29: 96-111.

The Federalist, #10

Week Fourteen April 21 Paper Workday

April 28 Paper Due/Discussion

Assignment: Research Paper

The research paper should address a question related to American political institutions. You may research any topic that relates, but I suggest that you focus on one of the daily or weekly topics to narrow your choices. You could write, for instance, on the relationship between the presidency and

Congress in light of recent evidence suggesting that Congress is becoming more partisan; how Congress responds to Supreme Court decisions; or what role the news media play in curbing the expansion of government power.

Even though the semester artificially constrains the time it takes to complete a research paper, your goal should be to submit a complete, quantitative or qualitative paper with data and analysis. Alternatively, you may submit a research design compete with an extensive literature and theory, or a comprehensive literature review. Overall, the paper will focus on a particular area of American political institutions, research a question in that area, assess the weight of the evidence, and make an argument: what is the relationship, for example, between speeches and presidential success in Congress? Is the evidence convincing? Where is the argument not convincing? Are there any questions remaining in this area of the literature that you think political scientists should explore? You should cover most of the important literature on your topic. I do encourage you to begin some preliminary data collection as soon as possible. The point is that if you can begin working now on what will be your dissertation, you are more likely to finish within five years. If you are an MA student, then your paper in this class may provide the foundation of your thesis.

The first step to writing a good paper is organization. Use an outline. If you know how information fits into your paper before you write, you will find writing to be much easier. Use headings. Headings will allow you to break up a lengthy paper into several smaller papers. This will also make writing easier, especially if you have not yet written an 18-20 page paper in your graduate career.

Most importantly, this paper will follow a standard, conference paper format for political science. Your paper will have a title page, with all of the appropriate information, including the title of the paper, your name, and your contact information. You will write an abstract that will be placed on page two, alone. Next, you begin writing your paper with a standard introduction of about 1-2 pages. The introduction will do just that: introduce your research topic by placing your research question briefly in the context of appropriate literature. The introduction will also serve to organize the rest of your paper and tell the reader why your topic is important. The literature review section of the paper follows the introduction. Here, you will review the literature that pertains specifically to your research question. The following section will be your theory section, where you apply previous research to your own argument. Here, you will also suggest some hypotheses that are clearly argued and supported by previous research. Although I do not expect you to collect all data, you will at least need to develop a research design and demonstrate that you know how to operationalize your theoretical concepts and analyze those variables. You should include a data and methods section in your paper to this end. Your findings follow, with a conclusion or discussion section wrapping up your paper. See the APSA style manual assigned during the first week of the semester for more information.

Include a reference list and cite all references in the text, consistent with the style of the *American Journal of Political Science*. Each table should be numbered consecutively and on a separate page after the references. Please see the APSA style manual for additional information and advice.

This research paper should be about 20 pages of text in length. It should be typed (of course), in either New Times Roman or Garamond, 12-point font. Use margins of 1.0 inches and number your pages. Your papers must follow these formatting guidelines. Formatting might seem inconsequential, but I assure you it is not.

University Policies and Procedures

Dropping Courses: Please link <http://registrar.unt.edu/registration/fall-registration-guide> for information concerning drops, withdraws, and other administrative information.

Course Evaluation: Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor to improve the quality of student experiences in the course.

Mobile Device Policy: Although I allow laptops and tablets in class, I do not recommend that you use them. Growing evidence indicates that taking notes by hand improves retention of materials and their understanding. The use of laptops and tablets often leads to checking email and social media or browsing the internet. They may also distract from in-class discussion. If I find that devices become a distraction, I retain the right to ban them in class. Unless you obtain permission from me to access your cell, please silence and store all phones during class.

Americans with Disabilities Act Statement: UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#).

Academic Misconduct: According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Your first academic integrity violation is subject to a range of penalties, including failing the class. If you commit more than one academic integrity violation, your actions are subject to a review by the Academic Integrity officer. This may involve a hearing in which you are subject to expulsion.

All writing assignments should be written and prepared by the student. The use of AI Writing Tools, such as and including chatGPT, are not permitted in this course even if properly attributed. AI-generated submissions will be treated as a violation of the University's academic integrity policy.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Attendance: Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.

Course Materials and Copyright Statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.