



CORNELL COLLEGE Department of Politics

364: Congress and the Presidency: The Struggle for Supremacy over American Public Policy Post-Impeachment, Pre-Election Edition

October 1999

Dr. Craig W. Allin, Instructor



The following Supplements to this Course Description can be found on the Web:

Course Syllabus	Calendar & Assignments	Grades	Rules & Regulations
Politics Department	Research Links	Web References	Good Advice

COURSE DESCRIPTION

Feedback: Whether or not you are asked to complete a standardized course evaluation, I am interested in your comments and suggestions for improvement of the course, the readings, the assignments and this course description. Feel free to send comments as you think of them. E-mail: callin@cornell-iowa.edu.

Instructor: Craig W. Allin, Room 307, South Hall. Telephone: Office, (895-) 4278; Home, 895-8103. Phone messages may be left with faculty secretary Cheryl Dake (895-) 4283 or in her voice mail box or on the answering machine at my home. **I do not check my office voice mail.** If I do not answer the phone, I recommend contacting me by e-mail. For quickest response e-mail your questions and comments to my office (callin@cornell-iowa.edu) and my home (allin.craig@worldnet.att.net).

**"Normal conditions should be restored in two or three months."
-- Herbert Hoover (May 1930)**

Office Hours: If I'm not in class with you, you can probably find me in my office. Feel free to make an appointment or just show up. To help you find me, a detailed schedule of my activities over the next

several days is usually posted on my office door. The most current version of this same schedule is available for your electronic inspection over the campus network if you are using Microsoft Outlook.

1. On the File menu, point to Open, and then click Other User's Folder.
2. In the Open Other User's Folder box, click Name and select Craig Allin from the list.
3. In the Folder box, select Calendar from the pull-down menu.

E-Mail: In order to take better advantage of technological innovations recently available, I encourage you to deliver your papers, paper-preparatory submissions, and take home quizzes (if any) by means of e-mail attachments. If you work on a PC, please save your papers and other submissions in either WordPerfect or Word. Please name your file *xxxxx-y*, where *xxxxx* are the first five letters of your last name and *y* is your first initial. Attach your file to an e-mail addressed to callin@cornell-iowa.edu. If you work on a Mac, please send me a test document during the first week of the course.

Class Meetings: 1:00 to 3:00 p.m. in Room 302, South Hall. For details and irregularities check [Course Calendar & Assignments](#).

**"Reader suppose you were an idiot. And
suppose you were a member of Congress. But I
repeat myself."
-- Mark Twain**

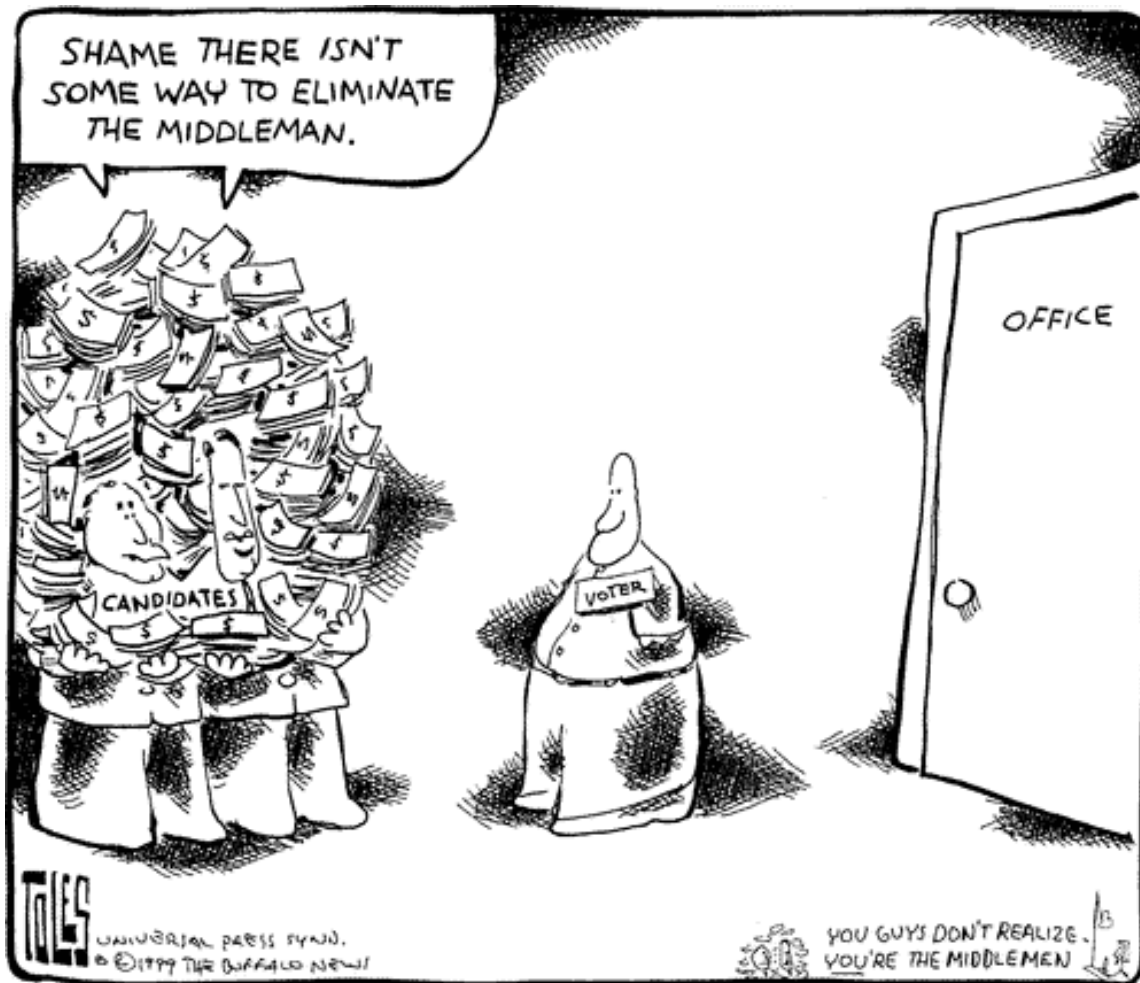
Senior Assessment: This course is an approved senior assessment course for Politics Majors. **If you are a senior Politics Major and have selected this course to be your senior assessment course**, you have the following additional responsibilities:

1. You must notify the course instructor in writing not later than the third day of the course that you intend for this to be your Senior Assessment Course.
2. During the course you must prepare a Senior Assessment Portfolio containing:
 1. copies of all your written work for the course;
 2. copies of all the written feedback provided by your instructor; and
 3. your completed [Senior Assessment Document](#), copies of which are available from Cheryl Dake, the faculty secretary in South Hall.
3. You must submit the Senior Assessment Portfolio to Cheryl Dake within one week of the completion of the class. Cheryl Dake will also assist you in scheduling your Senior Assessment Interview.
4. You must complete the Senior Assessment Interview.

Books: The following are available at the bookstore. Things change rapidly in the world of Congress and the Presidency. Please don't try to muddle through with older editions of the books.

- George C. Edwards III & Stephen J. Wayne: *Presidential Leadership: Politics & Policy Making* (5th edition, 1999)
- Roger H. Davidson & Walter J. Oleszek: *Congress & Its Members* (7th edition, 1999)

Internet Resources: The Home Page for the Politics Department is at <http://cornell-iowa.edu/politics/>. It contains a wealth of valuable information including programs and requirements of the Department of Politics, [information about Politics Courses](#), and [research links](#) for politics, government, and law. There are also free Internet News Services that can be very helpful if you have your own computer connected either to the Cornell Network or to an Internet Service Provider. I recommend in particular Excite's News Tracker: <http://nt.excite.com>. You can customize a news search for your research topic.



8/16/99

COURSE REQUIREMENTS

1. **Attendance:** Students are expected to attend all classes and to complete all [assignments](#) prior to class time on the day for which they are assigned. You should read carefully and be prepared to discuss the assignments intelligently. To protect your right to make up any missed work, even officially excused absences must be communicated to me in advance. No specific portion of the course grade is assigned to attendance per se, but attendance is minimum condition related to your participation grade.
2. **Mini-Reports:** On two days you will be responsible for a five-minute report to the class. Each report will count for 5 percent of the final course grade, and reporting dates will be assigned the first day of class. Reports are of two kinds, and you are to do one of each:
 1. **Web Exercises:** Your presidential text includes a number of "web exercises." Each is an opportunity briefly to explore an issue related to the chapter in which it appears by analyzing recent information on the Internet. You may select any relevant web exercise. Complete the exercise according to the instructions in the text and report what you did and what you learned to the class. Submit a written synopsis of your report, not to exceed 500 words, at the end of the class period where the report is given.
 2. **Independent Reading:** The description of this assignment and advice as to how to proceed appear in a [separate section below](#).
3. **Quizzes:** There will be three quizzes covering the assigned reading and discussion. Each quiz will count for 10 percent of the course grade. Quizzes may or may not be announced in advance. You may use your notes, but not your text books for quizzes completed in class. You may use your notes and your texts for take-home quizzes. Quizzes are conducted on an honor system. In each

instance, you will be required to certify that you have not accepted aid from another student, given aid to another student, or used notes or materials except those explicitly permitted. Study groups and group preparation for exams and quizzes are encouraged, but duplicated "group notes" or "group briefs" may not be used during quizzes.

4. **Individual Project:** Each student will complete a research paper and seminar report on an approved topic. This assignment is described in detail in a [separate section below](#). This component will count for 50 percent of the final course grade.
5. **Class Participation and Fudge Factor:** The final 10 percent of the course grade will reflect my assessment of your contribution to the success of the class.



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INDEPENDENT READING AND REPORTING ASSIGNMENT

As is the custom in many graduate seminars, you have reading and reporting responsibilities that go beyond the assigned texts. The [Course Calendar & Assignments](#) lists discussion topics for each day of the class beginning on Day #2 and concluding on Day #13. When the responsibility has been assigned to you, you are obligated to locate, read, analyze, and share additional material relevant to the day's discussion topic. Your independent reading assignment for any given day is one chapter in a scholarly book, one article in a scholarly journal, or an equivalent "chunk" of reading from government documents. Each selection must be within the scope of the day's discussion topic and should bear some relationship to the topics covered in the assigned texts.

Your grade for this portion of the course will depend upon both what you contribute to the seminar discussion and what you submit in writing. For the discussion your job is (1) to report what you read and to summarize its major points, (2) to relate your selection to the assigned readings we have all done, and

(3) to share the lessons you learned from the selection, and (4) to answer questions from the other participants in the seminar. Your written assignment is a formal abstract of the selection you read. Your abstract should contain the complete bibliographical entry in good form followed by an accurate synopsis of the selection in proper English. It should be typed, double-spaced, and limited to 500 words. The abstract should be submitted at the end of the class period for which your selection was prepared. Note: Your abstract synthesizes only the contents of your selection. It does not include the analyses that are part of your oral report.

It is my hope that this form of assignment will have at least three benefits: (1) the opportunity to learn from fellow students, (2) the opportunity to select from among a wide range of appropriate reading, and (3) the opportunity to further develop efficient and effective research techniques.

Here are some hints to get you started:

1. Learn to use research tools like [Cole On-Line](#), the Politics Department's [Research Links](#), the various Wilson on-line indexes (1989 to present), the *Social Science Index* (paper, pre-1989), the *Public Affairs Information Service Index* (paper), the *Congressional Information Service Index* (paper), the *Essay and General Literature Index* (paper), the *Monthly Catalog of U. S. Government Publications* (paper), and GPO on CD-ROM (1976 to present).
2. Search out recently edited volumes that print or reprint significant articles in areas of interest to our course.
3. Search out relevant texts which contain notes and/or bibliographies which can help you find relevant reading. Don't ignore the possibilities raised by the citations in our own text books.
4. Avoid selecting older articles and books unless the specific discussion topic is historical.



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INDIVIDUAL PROJECT ASSIGNMENT

Learning Objectives:

1. To enhance knowledge of the complex interactions of Congress, the President, and other players as they engage over a specific area of public policy.
2. To improve knowledge of research methods and materials including scholarly articles and books, government documents, internet resources, and specialized indexes.
3. To emphasize the role of grammar, punctuation, spelling, mechanics, usage, and documentation in effective expository prose.
4. To master the use of a recognized style sheet.
5. To use critical comment effectively as a means of improving your writing.
6. To communicate your expertise effectively to an audience using primarily the spoken word.

ASSIGNMENT: Surprise! Your assignment is **NOT** a policy paper. I have described the interaction of Congress and the Presidency as a struggle for supremacy over American public policy. You are to prepare case study of that struggle and to present it in a paper and in an oral report to the class. As you prepare your case you should attempt to answer the following questions: (1) What happened in this case? (2) Why did it happen in this case? (3) What are the broader lessons, conclusions, generalizations, or hypotheses that arise from this case? The assignment has six distinct procedural phases.

**"It is gratifying to see at this table tonight the most superbly educated men in the world, for in this room there are three Rhodes scholars, four graduates of Harvard, three of Yale, and one from Southwest Texas State Teachers College."
-- Lyndon Johnson**

Phase I -- TOPIC SELECTION & CONFIRMATION OF RESOURCES: I will post a roster. Register your case topic as soon as you have selected it. The topic is not yours until it is registered. You may not select a topic that has already been registered by another student. Your case study may be contemporary or historical, but it must involve both the Presidency and the Congress in some effort to make public policy. No later than the 6th day of the course you must submit a paragraph describing your case topic and an annotated bibliography sufficiently well developed to guarantee that you have the materials required for your project. Your bibliography must indicate with specificity which sources will provide the information you need concerning Congress and which the information you need about the Presidency. If there are other important players--interest groups, etc.--indicate which sources will provide information on them. Do not include any source in your bibliography that you have not actually consulted. The bibliography is to be a list of sources you have found, not a list of sources that exist somewhere according to some index. Your submission must be typed or printed and the bibliography must be in proper form according to one of the approved styles. Please consult "[Common Sense for College Students: Papers](#)," for the list of approved styles.

Phase II -- RESEARCH: Give particular attention to the Congressional and Executive Branch documents that can provide data and insights relevant to writing your case history. The standard indices to government documents--Congressional Information Service, Public Affairs Information Service, GPO on CD-ROM, the Monthly Catalog to Government Publications, etc.--will be indispensable. Explore for relevant scholarly articles and books using [Cole On-Line](#), the Wilson indices on-line, and (for older materials) the paper analogs. Remember the central questions are: (1) What happened in this case? (2) Why did it happen in this case? (3) What are the broader lessons, conclusions, generalizations, or hypotheses that arise from this case? Target your research to answer these questions.

Phase III -- OUTLINE or ABSTRACT: No later than the 11th day of the course you must submit an

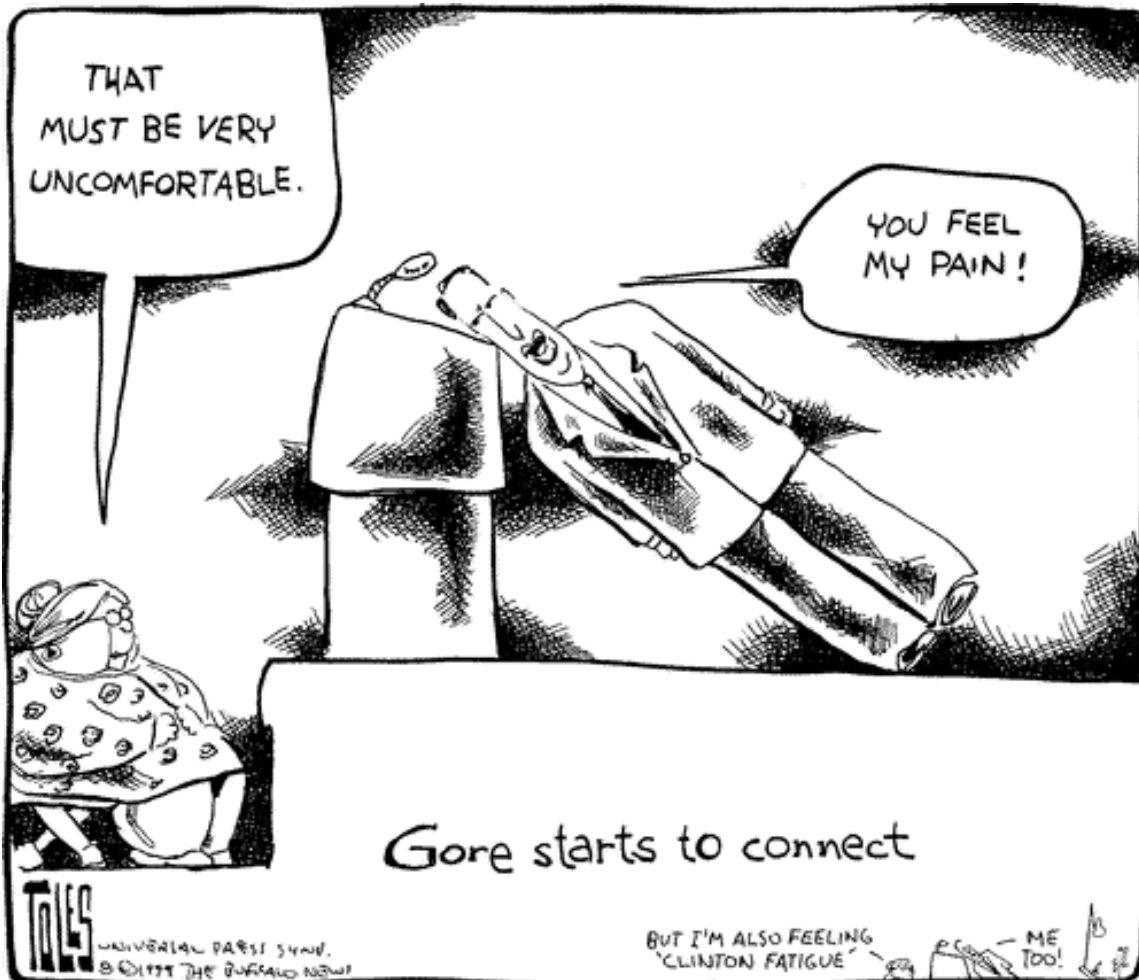
outline or abstract of your paper/presentation. Your outline or abstract should include the answers in brief to the key questions: (1) What happened in this case? (2) Why did it happen in this case? (3) What are the broader lessons, conclusions, generalizations, or hypotheses that arise from this case?

Phase IV -- PAPER: Your case history, analysis, and conclusions will be presented in a formal paper with appropriate manuscript format, proper citations, etc. It is quality, not quantity that counts, but I would guess that many of you might end up in the range of 9 to 12 pages exclusive of notes, illustrations, appendices, etc. Your work product in this form is worth 20% of the final course grade.

Phase V -- SEMINAR PRESENTATION: Your case history, analysis, and conclusions will also be shared with the class in the form of a seminar report. You will have 15 minutes to make your presentation. You will not have sufficient time to read your paper, nor would it be appropriate to do so. You will want to rework your material, including text and illustrations (if any), for the most effective possible oral presentation. Generally a good oral report will require you to simplify the presentation and to give even greater attention to organization and to communicating that organization to the listener. Good visual aids may be very helpful. Your instructor and selected classmates will provide you with critiques of your oral presentation, which is worth 20% of the final course grade.

Phase VI -- REWRITE: I will provide you with a written critique of your paper. You will utilize this feedback to rework and improve your paper. The rewrite is required and accounts for an additional 10% of your course grade.

Please consult "[Common Sense for College Students: Papers](#)," for information and suggestions pertinent to writing any paper, as well as requirements that apply to all papers written in courses I teach.



8/19/99



Additional Links that Form Part of the Syllabus

[Grades](#)

[Miscellaneous Red
Tape: the Rules of
the Game](#)

[Common Sense for
College Students:
How to Do Better
than You Thought
Possible](#)

[Course Calendar &
Assignments](#)

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Site Maintainer: politics@cornell-iowa.edu