

Political Science 100N: Politics in Washington

Course Syllabus

Welcome to POLI 100N: Politics in Washington! In this course we will examine the city of Washington DC as a political community. We will consider the many and various institutions, both formal and informal, that comprise the Washington community and attempt to understand how these institutions organize and interact in order to influence one another and effect change on the political landscape. Rather than focus on the theoretical abstractions common in other political science courses, this course will emphasize the rolls of real people on the ground in DC. Who are the actors who comprise and contribute to the Washington community? What powers do they hold? How do they interact with other individuals and groups to influence policy outcomes? These are just some of the questions we will entertain.

I would like to emphasize strongly that *this course is a seminar, not a lecture*. In this sense, *you are part of a team*, and the success or failure of this course depends crucially on *your commitment* to the material and to your colleagues. For my part, I will assist you in any way that I can, answering any questions, guiding discussion and helping fill in gaps when necessary. If you are for some reason unable or unwilling to perform the weekly tasks associated with cultivating a successful seminar, I cordially suggest that you find an alternate course. If however, you are interested in developing a strong rapport with your academic community, and would like to test your thoughts and ideas against the wisdom of this group, then I believe we will enjoy a fascinating and fruitful quarter together. The choice, as they say, is yours.

Course Information

Instructor:

Andrew Waugh aswaugh@ucsd.edu SSB 328, MW 10:00AM-11:00AM

Hello! My name is Andrew (you may call me Andrew), and I will be your instructor for this quarter. I am excited to have the opportunity to teach you this quarter. I look forward to an exciting ten weeks. If you do me the honor of matching my enthusiasm, I am certain we will have an excellent class. Feel free to e-mail me with any questions, and please do remember to attend office hours (or make an appointment)!

Required Books and Readings:

There are two required books for this class. One is available at the bookstore, but you are also welcome to order it online. The second book is available online, but may also be purchased in hard copy for those who are interested. In addition to the required books, we will read a number of academic articles and news stories, which will be available through online databases. Links to these articles will be provided on the course website.

- **Bookstore:** Herrnson, Paul S., Ronald G. Shaiko, and Clyde Wilcox. 2005. *The Interest Group Connection: Electioneering, Lobbying, and Policymaking in Washington*. 2nd Edition. Washington, DC: CQ Press.
- **Web:** Trochim, William M. *The Research Methods Knowledge Base*, 2nd Edition. Internet WWW page, at URL: <http://www.socialresearchmethods.net/kb/> (version current as of October 20, 2006).

Website: <http://www.andrewwaugh.com/courses/poli100n>

The website will provide the syllabus, links to required readings, discussion questions, and other material of interest to the course. Readings will be added to the course on a weekly basis, so it will be important to check the course website regularly.

Weekly Format:

Each week will be formatted as follows unless otherwise noted:

- **Mondays and Wednesdays** of each week will have the same format. These days will feature two student presentations, each with a student discussant, followed by class discussion. *Attendance is mandatory on Mondays and Wednesdays.*
- **Fridays** will be reserved for discussions of research methods (the Trochim readings) and the development of research questions and research proposals. For those interested in a forum to workshop their ideas for their final paper, Fridays will be indispensable. *Attendance is optional on Fridays; if you come, come prepared to discuss the readings and/or your research project.*

Assignments and Grading

Your tasks for this quarter can be loosely divided into two sets of responsibilities: individual responsibilities and group responsibilities. Individual responsibilities involve your own studies, interests, and academic development. Group responsibilities involve your participation in discussion, presentation of course material, and assistance in the academic development of your peers.

Individual Responsibilities:

<p>Research Question (5%)</p>	<p>Your first individual task will be to develop a research question, which will form the basis for your subsequent individual assignments. You have substantial freedom in choosing a research topic, subject to the following constraints:</p> <ol style="list-style-type: none"> 1. Your topic must consider one or more of the actors in the Washington community. 2. Your topic must be one that could be appropriately addressed in a 25-30-page research paper. <p><i>You will present your research question in a 2-page, double-spaced paper, due on 11 April. Further details will be provided in class and on the course website.</i></p>	<p>Due: 11 April</p>
<p>Three Short Papers (10%/10%/10%)</p>	<p>Three weeks out of the quarter (you choose the weeks), you will be responsible to turn in a 2-3 page, double-spaced paper that discusses the readings for the week (excluding Trochim), and relates them to each other and to one of the sources you've read for your own research. Please include the bibliographical citation for the article you selected.</p> <p><i>Note: These are due on the Monday of the week during which the readings will be presented.</i></p>	<p>Due: Mondays throughout the quarter</p>
<p>Research Design (25%)</p>	<p>The final project for this course will be a 10-page research design. The research design will explain your research question, outline key background information, and describe in detail how you would execute a research program to answer your question. Substantially more detail will be provided on this assignment in the coming weeks.</p> <p>Your goal with this assignment should be to develop a research plan that you could subsequently use to conduct original research, perhaps in Washington itself, through the UCDC program.</p> <p><i>A minimum of 15 academic (i.e. books and journal articles) sources will be required on the final bibliography for the research design. A draft of your research design will be due on 2 May, and the final design will be due on the Monday of finals week, 6 June</i></p>	<p>Due: 9 May(draft) Due: 6 June (final)</p>

Group Responsibilities:

<p>Attendance and Participation (20%)</p>	<p><i>Attendance is mandatory on MW.</i> You will be allowed one absence with no questions asked. Any subsequent absences will not be justified without proof of some kind of medical or family emergency.</p> <p><i>Participation is also mandatory.</i> You are encouraged and expected to be an active participant in this seminar. This entails completing assigned readings on time, and having prepared questions or thoughts to discuss during class time. The better prepared you are for the class, the more interesting and fulfilling it will be. Attending Friday sections can improve your participation, but missing Fridays will not reduce it.</p>
<p>Presentation/Discussion of Readings (10%/10%)</p>	<p><i>Presentation:</i> You will be responsible for one in-class presentation. This presentation will consist of a 10-minute talk, with a handout. In this presentation you will outline one of the week's readings, describe the relevance of the readings to the course, offer any opinions you might have, and think of potential topics of discussion.</p> <p><i>Discussion:</i> You will also serve as the discussant for a week colleague's in-class presentation. As discussant, you will be responsible for relating the reading and the presentation to the other readings of the week. You will also be responsible for generating discussion questions, and generally leading class discussion that week.</p> <p>This is a powerful responsibility, as your presentation will directly influence the direction of the course. Please embrace this responsibility and enjoy it! Your grade for your presentation will depend on the professionalism and responsibility you demonstrate, along with the effectiveness of your presentation in generating discussion.</p>

Meeting Schedule

Below is a list of class meetings with a partial list of readings.

- Readings marked ** will be presented in class. Presentations will occur in the order listed (the first two presentations on Monday, the second two on Wednesday).
- All assignments are due on Mondays. Please bring a hard copy to class.

3/28 3/30 4/4	<p>Week 1: Introduction and Overview</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Bookmark course website, familiarize yourself with syllabus, ask questions if you have them • Begin thinking about potential research questions. • Sign up for presentation/discussion slots. <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Foundations" <p>NO CLASS FRIDAY, APRIL 1st</p>
4/4 4/6 4/8	<p>Week 2: Lobbyists</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Sampling" • Herrnson et al.: Chapters 1** and 10** • Salisbury et al. 1989. "Who you know versus what you know: The uses of government experience for Washington lobbyists," <i>American Journal of Political Science</i>, 33:1, 175-195.** • Ainsworth, Scott H. 1997. "The Role of Legislators in the Determination of Interest Group Influence," <i>Legislative Studies Quarterly</i>, 22:4, 517-533.**
4/11 4/13 4/15	<p>Week 3: Lawyers</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Measurement" (week 1 of 2) • Herrnson et al.: Chapters 18** and 19** • Laumann et al. 1985. "Washington Lawyers and Others: The Structure of Washington Representation," <i>Stanford Law Review</i>, 37:2, 465-502.** • Nelson et al. 1988. "Lawyers and the Structure of Influence in Washington," <i>Law & Society Review</i>, 22:2, 237-300.** <p>Assignment Due (4/11/11): Research Question</p>
4/18 4/20 4/22	<p>Week 4: Campaign Contributors</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Measurement" (week 2 of 2) • Herrnson et al.: Chapters 2**, 3** and 5** • Burris, Val. 2001. "The Two Faces of Capital: Corporations and Individual Capitalists as Political Actors," <i>American Sociological Review</i>, 66:3, 361-381.**
4/25 4/27 4/29	<p>Week 5: Consultants</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Design" (week 1 of 2) • Kolodny and Logan. 1998. "Political Consultants and the Extension of Party Goals," <i>PS: Political Science and Politics</i>, 31:2, 155-159.** • Herrnson, Paul S. 1992. "Campaign Professionalism and Fundraising in Congressional Elections," <i>The Journal of Politics</i>, 54:3, 859-870.** • Thurber et al. 2000. "Portrait of Campaign Consultants," in Thurber and Nelson, eds., <i>Campaign Warriors: Political Consultants in Elections</i>, Washington, DC: Brookings Institution Press, Chapter 2.** • Magleby and Patterson. 2000. "Campaign Consultants and Direct Democracy: Politics of Citizen Control," in Thurber and Nelson, eds., <i>Campaign Warriors: Political Consultants in Elections</i>, Washington, DC: Brookings Institution Press, Chapter 8.**
5/2 5/4 5/6	<p>Week 6: Congressional Staff</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Design" (week 2 of 2) • Salisbury and Shepsle. 1981. "Congressional Staff Turnover and the Ties-That-Bind," <i>The American Political Science Review</i>, 75:2, 381-396.** • Hammond, Susan Webb. 1996. "Recent Research on Legislative Staffs," <i>Legislative Studies Quarterly</i>, 21:4, 543-576.** • Romzek and Utter. 1997. "Congressional Legislative Staff: Political Professionals or Clerks?" <i>American Journal of Political Science</i>, 41:4, 1251-1279.**
5/9 5/11 5/13	<p>Week 7: Bureaucrats</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Analysis" (week 1 of 2) • Herrnson et al.: Chapters 14** and 15** • Niskanen, William A. 1971. <i>Bureaucracy and Representative Government</i>. Chicago: Aldine Atherton: Chapters 1-4** • Heclo, Hugh. 1977. "Political Executives and the Washington Bureaucracy," <i>Political Science Quarterly</i>, 92:3, 395-424.** <p>Assignment Due (5/9/11): Draft of Research Design</p>

5/16 5/18 5/20	<p>Week 8: Policy Analysts</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Analysis" (week 2 of 2) • Herrnson et al.: Chapter 12** • Beam, David R. "If Public Ideas are So Important Now, Why Are Policy Analysts So Depressed?" <i>Journal of Policy Analysis and Management</i>, 15:3, 430-437** • "The Political Activity of Think Tanks: The Case for Mandatory Contributor Disclosure," <i>Harvard Law Review</i>, 115:5 (2002), 1502-1524.** • Shulock, Nancy. 1999. "The Paradox of Policy Analysis," <i>The Journal of Policy Analysis and Management</i>, 18:2, 226-244.**
5/23 5/27 5/29	<p>Week 9: Reporters</p> <p>Readings:</p> <ul style="list-style-type: none"> • Trochim: "Write-Up" • Tidmarch and Pitney. 1985. "Covering Congress," <i>Polity</i>, 17:3, 463-483.** • Larson, Stephanie G. 1988. "The President and Congress in the Media," <i>Annals of the Academy of Political and Social Science</i>, 499, 64-74.** • Mutz, Diana C. 2007. "Effects of 'In-Your-Face' Television Discourse on Perceptions of a Legitimate Opposition," <i>The American Political Science Review</i>, 101:4, 621-635.**
5/30 6/1 6/3	<p>Week 10: Pundits</p> <p>Readings:</p> <ul style="list-style-type: none"> • Summers, John H. 2000. "What Happened to Sex Scandals? Politics and Peccadilloes, Jefferson to Kennedy," <i>The Journal of American History</i>" 87:3, 825-854.** • Farrell and Drezner. 2008. "The power and politics of blogs," <i>Public Choice</i>, 134:1-2, 15-30.** <p>NO CLASS MONDAY, MAY 30th or FRIDAY, JUNE 3rd</p>
6/6	Assignment Due (6/6/11): Final Research Design

Academic Integrity Statement

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.