

PS 300: Judicial Politics (Spring 2016)

Professor Alicia Uribe
223 David Kinley Hall
MW 12:30-1:50

Office Hours: Tuesday 9-11
or by appointment (Office DKH435)
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Course Objective

Students in this course will learn to understand federal and state courts as political institutions and the judges who serve in these courts as political actors. Students will gain a knowledge of the structure of the judicial system in the United States and the role of each of the key players in the system including judges, lawyers, litigants, and outside interests.

Course Overview

Why are the votes of Ruth Bader Ginsburg and Antonin Scalia so often conflicting when both justices are presented with the same case? Does the Supreme Court have the final say on issues relating to the U.S. Constitution? We'll answer these and many other questions in this course. This course will introduce students to the study of courts and judges as political institutions and actors. We will focus primarily on federal courts in the United States, but we will also discuss courts in the American states. We will tackle a number of questions including: how are judges selected?; who or what determines which cases are heard?; do judges decide cases based on their ideology or the law?; what relationships exist between the courts in the judiciary?; what role do the president and the Senate play in the decisions that judges make?; do judges make decisions that go against the public's wishes?

Course Materials

For this course, please purchase the following books:

Carp, Robert, Ronald Stidham, and Kenneth Manning. 2013. *Judicial Process in America*. 9th Edition. CQ Press. (CSM)

Walter F. Murphy, C. Herman Pritchett, Lee Epstein, and Jack Knight. 2006. *Courts, Judges, and Politics: An Introduction to the Judicial Process*. 6th edition. McGraw Hill (MPEK)

Jeffrey A. Segal and Harold J. Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*. New York: Cambridge University Press (SS)

These books are available at the bookstore.

Readings

In addition to the assigned books, I will be assigning journal articles and excerpts from other books. Each of these readings will be available on Compass.

Course Requirements and Policies

Attendance, Participation, and Classroom Etiquette

I expect that you will attend class. Attendance in this course is vital, as exams will include information from both lectures and assigned readings. Students are responsible for all information, including announcements made about assignments, provided in class. If you miss a day of class, it is your responsibility to contact me to learn any information that you might have missed. I expect you to do more than simply attend class; I expect you to participate. In this course, we will cover a number of topics that are open to debate and I invite you to engage with the course material, your fellow students, and myself as we discuss these topics.

You should read the assigned readings prior to coming to class. This will make for a more vibrant class discussion of each day's topic. If I get the sense that most of the students have not done the reading for the class, I reserve the right to give a pop quiz on the day's readings, which will factor into your final grade.

This course will involve a lot of classroom discussion and may stir up debates. I welcome and encourage such debate, but ask that you are respectful of your fellow students as you engage.

Exams

There will be two exams in this course: a midterm and a final. The exams will consist of multiple choice, short answer, and essay questions. The final will be cumulative.

Unless you inform me at least 48 hours before the exam that you will not be able to take the exam on the scheduled date for a legitimate reason, or in the event of extraordinary circumstances, you will receive a 0 for the exam if you do not take it at the scheduled time.

Assignments

Research Project: This course will require you to complete a research project. The final project will be prepared and submitted in poster form. You can choose the topic for your poster from the topics covered in the class. This project will require you to delve further into the literature on the topic than what has been covered in class and to become an expert on the topic. A quantitative research analysis is encouraged, and will be rewarded, but is not required. To help you start this process early, I will require you to submit both a proposal and an annotated bibliography early in the semester.

- **Proposal:** In the fifth week of class, each student must submit a proposal for his or her research project. This proposal should be no longer than one page explaining what you plan to research and presenting your thesis. Each of you will need to schedule a time to meet with me to discuss your proposed topic. I have set aside one class period to facilitate the scheduling of these meetings.
- **Annotated bibliography:** In the 10th week, each student must submit an annotated bibliography identifying the literature on his or her selected topic. The annotated bibliography must consist of at least 5-7 journal articles or books. The bibliography should include not just a list of articles and books, but a summary of each. Note: This summary should be your own summary of the article/book, not the abstract from the original source. At the top of the bibliography, the student should restate their thesis. Each summary should include how this item addresses the thesis.
- **Final poster:** For this project, each student or group (see below for information on working in groups), will be responsible for submitting a poster. Examples of poster templates can be found here: <http://www.identitystandards.illinois.edu/graphicstandardsmanual/othermedia/posterpresentation.html>. The student will be responsible for having the poster printed through either Document Services, or through a Kinko's or Office Depot. To ease costs, posters do not have to be in color, but can be printed in black and white. Posters should be at least 24" by 36". The poster should contain a summary of your thesis statement, as

well as support for your thesis. I will provide examples of posters on Compass for both quantitative and non-quantitative assignments. More detailed information about what should be included on the poster will also be posted on Compass and discussed in class later in the semester. The poster will be graded based on the content of the poster, the ability to convey your point in a limited format, and aesthetic appeal of the poster. To encourage attractive and quality posters, at the poster session, I will ask those who attend to vote on their favorite poster and will award 10 extra credit points to the poster that wins.

- Poster session: We will hold a poster session on the second to last day of class. Members from the political science department will be invited to come and see your posters. You will be expected to attend, dress professionally, and answer any questions that are asked of you about your topic. The purpose of this project is for you to become an expert on your chosen topic. You will be graded on your attendance, your professionalism, and your ability to answer questions.

Groups: For students who choose to take on a new research question, and an accompanying quantitative analysis, you are welcome to work in groups of up to three. If you choose to work in a group, each member will be required to submit to me a 2-page evaluation of their own participation in the group as well as the participation of each other member in the group. Group members are not allowed to work on this evaluation together. The evaluation should include information on how each member of the group contributed to each of the assignments and to the final poster. Twenty to thirty minutes will be set aside during three class sessions throughout the semester to facilitate students in groups to work together, as well as to ask questions of me to aid in this assignment.

Class Presentation: Students will also be responsible for presenting one of the assigned readings to the class. A sign up sheet will be distributed in the third week of class for each student to select among the readings in the semester. The presentation should be about 10 minutes in length and should be accompanied by slides, which are to be sent to me in electronic format the day before class to be placed on Compass. The presentation will be graded based on the same criteria as the paper presentation.

All assignments should be typed and in hard copy and handed in on the day they are due at the start of class. Late assignments will be penalized 5 percent each day they are late (including weekends).

Grading

Your grade for this course will be determined using the following percentages:

Class presentation	5%
Research Project Proposal	5%
Midterm Exam	25%
Annotated Bibliography	5%
Research Poster	20%
Poster Session	5%
Final	35%

The final grades will be assigned according to the following scale. This scale should be considered as the minimum letter grade that will be assigned for each grade. I retain the right to assign higher grades at my discretion.

<60	F	80-83	B-
60-63	D-	83-87	B
63-66	D	87-90	B+
67-70	D+	90-93	A-
70-73	C-	93-97	A
73-77	C	97-100	A+
77-80	C+		

Regrade Policy

If you are unhappy with your grade on a particular assignment, you may request a regrade of the assignment or exam, so long as the request is made in writing within one week of the assignment being handed back to the full class. If you are not in class on the day the assignment is handed back, it is your responsibility to arrange to pick up the assignment or wait until the next class. Note, that if a regrade is requested, I reserve the right to either raise or lower the assigned grade.

Academic Honesty and Integrity

You are expected to conform to the university's policy on academic integrity (http://studentcode.illinois.edu/article1_part4_1-401.html). Any violations of this policy through consulting unauthorized sources, purchasing papers,

plagiarism, etc. will be reported to the university and the student will receive a 0 for the assignment.

Students with Disabilities

If you require reasonable accommodations for this course, please contact Disability Resources and Educational Services (DRES) and let me know as soon as possible so that we can create an accommodation plan.

Emergency Response Information

Emergency response recommendations are attached at the end of this syllabus.

Class Schedule

Week	Date	Topic
1	1/20	Course Overview
2	1/25	The Judiciary <i>Read: MPEK, pp. 77-100</i>
	1/27	Judicial Process <i>Read: CSM, Chapters 2-3</i>
3	2/1	Jurisdiction & Access to Justice <i>Read: CSM, Chapter 4; MPEK, pp. 253-275</i>
	2/3	Introduction to Spatial Theory <i>Read: Downs (1957), Ch 8; Morrow (1994), pp. 104-111</i>
4	2/8	Selection of state judges <i>Read: MPEK, pp. 152-159 & 205-211; CSM, Chapter 5</i>
	2/10	Selection of federal judges <i>Read: MPEK, pp. 142-152 & 164-172; CSM, pp. 127-142</i>

- 5 2/15 Selection of federal judges
Read: MPEK, pp. 179-198; Epstein, Lindstädt, Segal, and Westerland (2006)
In class time to work on research project
- 2/17 Agenda Setting: Supreme Court
Read: MPEK, pp. 270-275; SS, pp. 240-272
Proposal due!
- 6 2/22 Agenda Setting: Supreme Court
Read: Caldeira, Wright, and Zorn (2012); Black and Owens (2009)
- 2/24 Student meetings about paper topics
- 7 2/29 Judicial decisionmaking: The legal model
Read: SS, pp. 48-85
- 3/2 Judicial decisionmaking: The attitudinal model
Read: SS, pp. 86-97 & 312-326; Segal and Cover (1989)
- 8 3/7 Judicial decisionmaking: The attitudinal model
Read: George and Epstein (1992); Cross and Tiller (1998)
In class time to work on research projects
- 3/9 Judicial decisionmaking: strategic model
Read: SS, pp. 97-103; CSM, Chapter 13
- 9 3/14 Judicial decisionmaking: strategic model
Read: Johnson, Spriggs, and Wahlbeck (2005); Maltzman, Spriggs and Wahlbeck (1999)
- 3/16 **Midterm**
- 10 3/21-3/23 Spring Break: Have a great break!
- 11 3/28 Judicial Hierarchy
Read: CSM, pp. 380-387; MPEK pp. 331-334; Scott (2006)

- 3/30 Congress and the Judiciary
Read: SS, pp. 103-110 & pp. 326-351; Owens (2010)
Bibliography due!
- 12 4/4 Congress and the Judiciary
Read: Uribe, Spriggs, and Hansford (2014); Hasen (2013)
- 4/6 The Executive and the Judiciary
Read: CSM, pp. 390-391; MPEK, pp. 335-336; Bailey, Kamoie, and Maltzman (2005); Wohlfarth (2009)
- 13 4/11 Class Cancelled
- 4/13 Interest groups and the Judiciary
Read: Epstein and Rowland (1991); Collins (2007)
- 14 4/18 The public and the Judiciary
Read: Casillas, Enns, and Wohlfarth (2011); Nelson (2014)
In class time to work on research projects
- 4/20 The public and the Judiciary
Read: Durr, Martin, and Wohlbrecht (2000); Gibson and Caldeira (2011)
- 15 4/25 Race, gender, and the courts
Read: Boyd, Epstein, and Martin (2010); Sen (2014)
- 4/27 Criminal courts
Read: CSM, Chapters 9-10
- 16 5/2 Poster Session
Poster due!
- 5/4 Review

Final: Thursday, May 12 1:30 p.m.-4:30 p.m.

EMERGENCY RESPONSE RECOMMENDATIONS

The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**

Only follow these actions if safe to do so. When in doubt, follow your instincts—you are your own best advocate!

RUN

Action taken to leave an area for personal safety.

- Take the time now to learn the different ways to leave your building **before** there is an emergency.
- Evacuations are mandatory for fire alarms and when directed by authorities. **No exceptions!**
- Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
- Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
- Assist those who need help, but carefully consider whether you may put yourself at risk.
- Look for **EXIT** signs indicating potential egress/escape routes.
- If you are not able to evacuate, go to an Area of Rescue Assistance.
- Evacuate to Evacuation Assembly Area and remain until additional instructions are given.
- Alert authorities to those who may need assistance.
- Do not re-enter building until informed by emergency response personnel that it is safe to return.

ACTIVE THREAT:

- If it is safe to do so run out of the building. Get as far away as possible. Do not go to the Evacuation Assembly Area.
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HIDE

Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation, such as for severe weather.

- Take the time now to learn the different ways to seek shelter within your building **before** there is an emergency.
- If you are outside, proceed to the nearest protective building.
- If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

ACTIVE THREAT:

- Lock or barricade your area.
 - Get to a place where the threat cannot see you.
 - Place cell phones on **silent**.
 - Do not make any noise.
 - Do not come out until you receive an Illini-Alert advising you it is safe.
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FIGHT

Action taken as a last resort to increase your odds for survival.

ACTIVE THREAT:

- If you cannot run away safely or cannot hide, **be prepared to fight with anything available to increase your odds for survival.**
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