

# PS 300: Separation of Powers (Spring 2017)

Professor Alicia Uribe-McGuire  
223 David Kinley Hall  
TR 9:30-10:50

Office Hours: Monday 9-11  
or by appointment (Office DKH435)  
Email: aburibe@illinois.edu

## Course Objective

This course will teach students to understand the connections between the three branches of American government. Students will become familiar with basic concepts in game theory and will understand the interactions between these institutions through this light.

## Course Overview

Is Congress less productive during times of divided government? Why do some presidential nominees sail through confirmation, while others take years to be confirmed? Do Supreme Court judges pay attention to the preferences of the President and Congress when deciding cases? In this course, we will explore these and other questions as we consider how the checks and balances built into the US Constitution affect the interactions between the Executive, Legislative, and Judicial branches. We will explore the structure of the United States government by examining both historical sources and current scholarly literature dissecting the workings of the different institutions of American government.

## Readings

This course has one required book:

James D. Morrow. 1994. *Game Theory for Political Scientists*. Princeton University Press.

The bulk of the readings for this course will be in the form of journal articles and excerpts from books. These readings will be available on Compass. However, a list of the books that will be considered is below, should you have an interest in purchasing these books as well as providing a general starting place for your research papers. We will also be reading a number of excerpts from the Federalist Papers. Students may wish to purchase a printed copy of these papers, or download them onto an electronic reading device, though it is not necessary.

### *Recommended Books:*

Charles Cameron. 2000. *Veto Bargaining*. Cambridge University Press.

Tom C. Clark. 2011. *The Limits of Judicial Independence*. Cambridge University Press.

David E. Lewis. 2008. *The Politics of Presidential Appointments: Political Control and Bureaucratic Performance*. Princeton University Press.

Theodore J. Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. *American Government Power & Purpose, Brief 12<sup>th</sup> Edition*. WW. Norton & Company

Richard E. Neustadt. 1991. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Free Press.

## **Course Requirements and Policies**

### *Attendance, Participation, and Classroom Etiquette*

I expect that you will attend class. 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. Your level of participation will factor into your final grade.

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*

This course will require you to do a group research project exploring some aspect of separation of powers in American Government. The project will be prepared and submitted in poster form. You can choose from among those topics covered in class, or some topic outside of those specific topic areas covered in class. You are also welcome to choose some current event in local, state, or federal government and apply what we have covered in this class to that event. I encourage you to include some sort of data analysis or game theoretic aspect in your project. We will discuss more what this looks like in class. This project will require you to delve deeper into the literature. To help you start this process early, I will require you to submit both a proposal and an annotated bibliography early in the semester. I will also set aside time a few times in class for you to meet with your groups and work on your project. I will also be available during this time to help groups struggling with certain aspects of the project.

- Project Proposal: In the seventh week of class, each group must submit a proposal for their research project. This proposal should be no longer than one page explaining what your topic will be 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 eleventh week, each group must submit an annotated bibliography identifying the literature on their 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 group should restate their thesis. Each summary should include how this item addresses the thesis.
- Final Poster: For this project, each group will be responsible for submitting a poster. Examples of poster templates can be found here: <http://publicaffairs.illinois.edu/marketing/templates/researchposter.html>. Information about posters and poster sessions can be found here: <http://guides.library.illinois.edu/poster>. The students will be responsible for having the poster printed through either Document Services, or through a Kinko's or Office Depot (I have found that Office Depot is a more economical option). 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. 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: Students should work in groups of up to three. With your final poster, each student 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.

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%
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 the minimum threshold required 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
63-67	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](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.

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	1/17	Course Overview
	1/19	Overview of Federal Government <i>Read: U.S. Constitution; Neustadt, Chapter 3</i>
2	1/24	System of Shared Powers <i>Read: Federalist 47-48</i>
	1/26	Checks and Balances <i>Read: Federalist 49; Federalist 51</i>
3	1/31	Introduction to Game Theory <i>Read: Morrow , Chapter 2</i>
	2/2	Introduction to Game Theory <i>Read: Morrow , Chapter 3</i>
4	2/7	Introduction to Game Theory <i>Read: Morrow, Chapter 4</i>
	2/9	Introduction to Game Theory <i>Read: Morrow, Chapter 5</i>
5	2/14	Introduction to Game Theory <i>Read: Morrow, Chapter 9</i>

	2/16	The Legislative Branch <i>Read: Lowi, Ginsberg, Shepsle, and Ansolabehere, Chapter 5; Federalist 52-53; Federalist 62-66</i>
6	2/21	Divided Government <i>Read: Binder (1999); Howell, Adler, Cameron, and Riemann (2000)</i>
	2/23	Congress and the Bureaucracy <i>Read: Mayer (1995); Volden (2002)</i> <b>In Class Time to Meet with Groups</b>
7	2/28	Congress and the Bureaucracy <i>Read: McCubbins and Schwartz (1984); Gailmard and Patty (2007); Hammond and Knott (1996)</i> <b>Paper Proposal Due!</b>
	3/2	Congress and the Courts <i>Read: Martin (2001); Clark (2011), Chapter 4</i>
8	3/7	Individual Meetings
	3/9	Congress and the Courts <i>Read: Uribe, Spriggs, and Hansford (2014); Hasen (2013)</i>
9	3/14	Midterm
	3/16	The Executive Branch <i>Read: Neustadt, Chapter 3; Federalist 67; Federalist 69-70</i>
10	3/21-3/23	Spring Break, enjoy!
11	3/28	Veto Power <i>Read: Federalist 73; Cameron (2000), Chapters 4 &amp; 7</i> <b>In Class Time to Meet with Groups</b>
	3/30	Appointments <i>Read: Federalist 76-77; Myers v. United States (1926); Humphrey's Executor v. United States (1935)</i> <b>Annotated Bibliography Due!</b>
12	4/4	Appointments <i>Read: Lewis (2008), Chapters 1, 3, and 8; McCarty and Razaghian (1999)</i>

	4/6	Class Cancelled (I encourage you to meet and work with your groups)
13	4/11	Appointments <i>Read: Epstein, Lindstädt, Segal, and Westerland (2006); Moraski and Shipan (1999); Primo, Binder, and Maltzman (2008)</i>
	4/13	The Judiciary <i>Read: Lowi, Ginsberg, Shepsle, and Ansolabehere, Chapter 8; Federalist 78-82</i>
14	4/18	Courts and the Executive <i>Read: Bailey, Kamoie, and Maltzman (2005); Wohlfarth (2009)</i>
	4/20	Separation of Powers Considerations in the Judiciary <i>Read: Segal (1997); Owens (2010)</i> <b>In Class Time to Meet with Groups</b>
15	4/25	Separation of Powers Considerations in the Judiciary <i>Read: Toma (1991); Clark (2009)</i>
	4/27	Poster Session
16	5/2	Final Review

Final: 7:00-10:00 p.m. Tuesday, May 9

# 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!

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## 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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