

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: PLS5173
3. Short title: Congress & Presidency
4. Long title: Congress & the Presidency
5. Hours per week: ☐ Class ☐ Lab ☒ 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2017
8. **Catalog course description:** An analysis of the U.S. Congress and Presidency, focusing on the approaches used to study these institutions, elections, representation, power, decision-making, and the dynamic relations between the two institutions.
9. **Course attributes:**
10. General education component: NA

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
11. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction
12. Course(s) to be deleted from the catalog once this course is approved. none
13. Equivalent course(s): none

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No
14. **Prerequisite(s):**

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)?

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective
2. **Rationale for proposal:** We are integrating two previous seminars (PLS 5173/Congress and PLS 5273/Presidential Politics) to offer students a better understanding of the dynamics among U.S. political institutions. We also want to offer this course online as needed.
3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: NA (PLS 5273/Presidential Politics will be removed from the curriculum.)

Prerequisites:

Co-requisites:

Enrollment restrictions: This is a graduate level course focusing analyzing, developing and implementing research, making the enrollment restriction appropriate.

Writing active, intensive, centered:

4. **General education assurances (answer N/A if not applicable)**

General education component: NA

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: The online version of this course will allow added scheduling flexibility for graduate students, and is required for the development of an on-line MA option for Political Science students.

Instruction: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. Online sections will be taught by faculty who completed training for on-line course development and pedagogy. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a seminar room. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them.

Integrity: The integrity of student work will be assured through repeated writing assignments. Given that students often have signature writing styles or voices, having someone else submit a single assignment will be evident to the instructor. In addition, all assignments are checked through on-line mechanisms for plagiarism.

Interaction: Instructor-student and student-student interaction will be promoted through a variety of means, including (but not limited to) the LMS discussion board, email, feedback on individual assignments, peer review, and online chats. Faculty are also be available to meet students via phone conversation or on campus for a face-to-face meeting.

Model Syllabus (Part II)

Please include the following information:

1. PLS 5173 – Congress & the Presidency
2. An analysis of the U.S. Congress and Presidency, focusing on the approaches used to study these institutions, elections, representation, power, decision-making, and the dynamic relations between the two institutions.
3. The objectives of PLS 5543 are to:
 - a. Identify, interpret, and evaluate scholarly research about Congress and the presidency. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - b. Identify, interpret and evaluate the methods used to study Congress and the presidency. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - c. Apply concepts to conduct research relevant to class material. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
 - d. Communicate research development and evaluations through writing, discussions, and presentations. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
4. Readings will come primarily from scholarly journal articles, including *American Political Science Review*, *American Journal of Political Science*, *Legislative Studies Quarterly*, *Congress & the President*, *White House Studies*, *American Politics Research*. Course textbooks include: Howell's *Power Without Persuasion* and Dodd and Oppenheimer's *Congress Reconsidered*.
5. Weekly outline of content:
 - a. Week 1: Introductions, discussion of methods, contextual background
 - b. Week 2: Congressional Elections/Examining ambition, campaign finance, campaign strategies, Midterm elections
 - c. Week 3: Representation in Congress/Examining styles of representation
 - d. Week 4: Congress & Identity Politics/Examining issues of race, ethnicity, gender, and sexual orientation
 - e. Week 5: Norms & Leadership in Congress/Examining whether leadership and norms matter
 - f. Week 6: Congressional Committees/Examining committee behavior, membership, and representation
 - g. Week 7: Legislative Behavior/Examining models of congressional decision-making
 - h. Week 8: Presidential Elections/Examining campaign strategies, campaign finance, ambition
 - i. Week 9: The Personal Presidency/Examining issues of character traits and personality
 - j. Week 10: The Public Presidency/Examining relations with the public and media, presidential approval ratings
 - k. Week 11: Perspectives on Presidential Power/Examining competing perspectives on power
 - l. Week 12: The Presidency as an Institution/Examining organizational style and staffing, presidential decision-making style
 - m. Week 13: Presidents & Foreign Policy/Examining the War Powers Act, commander-in-chief powers
 - n. Week 14: Institutional Relations/Examining modes of influence between the two institutions
 - o. Week 15: Presentations
6. Grading:

- a. Weekly participation, 25%: Students will be expected to substantively participate and engage in class discussion. In the online course, this will occur through the discussion board. Guidelines for satisfactory quantity and quality of discussion will be provided.
- b. Weekly writing assignments, 25%: Students will write weekly analyses of readings, requiring them to critique theoretical and methodological questions, and to synthesize concepts across readings.
- c. Research paper, 40%: Students will write a 15-20 page research paper focusing on Congress and/or the Presidency. They will demonstrate knowledge of the scholarly literature, appropriate methods, and appropriate writing skills.
- d. Presentation, 10%: Students will present their research to the class for critical feedback. For the online class, this will be done through the LMS or other technologies.

7. Grading scale.

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

8. Correlation of learning objectives to assignments and evaluation.

	Weekly Participation	Weekly Assignments	Research paper	Presentation
3a/review essay			x	x
3b/knowledge of foundational literature	x	x	x	x
3c/methods	x	x	x	x
3d/written and oral communication	x	x	x	x

Date approved by the department or school: November 18, 2015

Date approved by the college curriculum committee: December 11, 2015

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: