



## American Political Development

POLS 4105  
The University of Georgia  
Prof. Anthony Madonna  
ajmadonn@uga.edu

---

---

---

---

---

---

---

---

---

---

### Outline

#### I. Introduction

- a. news
- b. e-mail
- c. announcement
- d. today

#### III. The Vice President in the Senate

- a. Where this paper came from...
- b. The Constitution
- c. The Role of the Presiding Officer
- d. Presiding Officers' powers

#### V. Review

- a. MC
- b. Scaling
- c. Short Essays

#### VI. Conclusion

- a. questions?
- b. Class Champion
- c. For Tuesday

#### II. Publishing in Political Science

- a. Journals
- b. data
- c. Rejection and Revision

#### IV. Writing a Research Paper I

---

---

---

---

---

---

---

---

---

---

### News

"Say this about the 113th Congress: It's managed to live down to low expectations," Roll Call reports. "With only a lame-duck, post-Election Day mop-up session left before a new Congress takes office in January, the 113th is on track to be one of the least productive congresses -- in terms of laws passed and signed by the president -- in 60 years."



President Barack Obama still supports the nomination of Michael P. Boggs for a federal judgeship in Georgia, even though Sen. Patrick J. Leahy told The New York Times there aren't enough votes for confirmation. The nomination of Boggs, a Democrat, has been extremely controversial, with numerous liberal groups blasting the pick as well as Georgia Democrats, led by Rep. David Scott, who has ripped Boggs' record as a state legislator on the Confederate flag, abortion and other issues. The White House has defended the pick, noting that it was part of a larger deal to secure support of Georgia's two Republican senators for a full slate of judicial nominees in Georgia. The White House has continued to stand by that deal, and giving up on it could have consequences for the administration's ability to move other judicial nominees, given the Senate's "blue slip" process, which requires the backing of home-state senators for judicial nominations in their states.

In the shadow of the state Capitol on Monday, Sen. Mary L. Landrieu had a message for any Republican critics of her decision Saturday to help a Louisiana State University football fan perform a keg stand as she campaigned across campus. "They need to get a sense of humor, and they need to get a life — it's just the way we roll," Landrieu said in response to a question at a news conference where she and Rep. Cedric Richmond, D-La., exchanged endorsements. Landrieu went on to note that the fan was a 28-year-old alumnus with a master's degree in business. "So, I think he can make decisions for himself what he'd like to do," she said. "I thought I did pretty well by not doing it myself, and helping him."



---

---

---

---

---

---

---

---

---

---



“The Vice President in the U.S. Senate:  
Examining the Consequences of  
Institutional Design.”

Michael S. Lynch  
Assistant Professor  
University of Kansas  
mlynch@ku.edu

Anthony J. Madonna  
Assistant Professor  
University of Georgia  
ajmadonn@uga.edu

October 15, 2010

---

---

---

---

---

---

---

---

The Vice President in the Constitution

- Article 1, Section 3 of the United States Constitution decrees that “the Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.”
- The clause places control over the Senates’ rules and precedents in the hands of an individual who is not elected by the chamber and receives no direct benefits from the maintenance of its institutions.
- We examine the consequences of the constitutional placement of the Vice President as head of Senate, arguing that the clause has played an important role in chamber development and policy output.

---

---

---

---

---

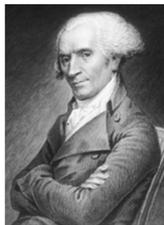
---

---

---

The Vice President in the Constitution

- The placement of the VP as head of the Senate sparked some concerns by members of the Constitutional Convention.
- Opponents argued that by allowing the vice president to preside over the Senate, the framers were implicitly allocating legislative powers to a member of the executive branch.
- For example, Elbridge Gerry argued that “we might as well put the President himself at the head of the Legislature. The close intimacy that must subsist between the President and vice president makes it absolutely improper.”



---

---

---

---

---

---

---

---

### The Role of the Presiding Officer



- Presiding officers often play a pivotal role in the operation and maintenance of legislative bodies. They oversee debate, recognize members for motions and enforce and interpret chamber rules.
- Legislators seeking to overcome collective action problems will often delegate authority to a central chamber leader. The Senate elected not to do this. The House did so liberally.
- The result is that in the modern Senate the presiding officer possesses minimal formal powers for managing the legislative agenda.

---

---

---

---

---

---

---

---

### Powers of the Presiding Officer

- While the Senate's presiding officer has not been granted any new formal authority, it still controls two important parliamentary powers: the right to interpret rules and precedents when questions of order are raised and the right of recognition.
- The right of recognition specifies that no member may speak without being consented to by the presiding officer.
- Questions of order bear directly on the right of senators to engage in unlimited debate and offer non-germane amendments.
- In both sets of powers, vice presidents have demonstrated a willingness to depart from existing chamber precedents and drastically reform the way business is conducted in the Senate.

---

---

---

---

---

---

---

---

### The Role of the Presiding Officer

- If the vice president's institutional affiliation does represent a serious constraint to Senate majorities, we should expect to see two things:
  - (1) he should utilize his institutional powers in a manner that facilitates his own policy goals; and
  - (2) the vice president's institutional powers should be used in a way that is more likely to conflict with the desires of Senate majorities.

---

---

---

---

---

---

---

---

### John C. Calhoun and Committee Selection



- Senators have attempted to delegate formal authority to the VP in the past. In 1825, the Vice President was allowed to appoint committees.
- Vice President John C. Calhoun used this and other formal powers to defeat a central component of the Adams administration's agenda. The proposal also enjoyed the support of a chamber majority.
- After the episode, the Senate promptly voted to strip Calhoun and future Vice Presidents of the committee appointment power.

---

---

---

---

---

---

---

---

### Levi Morton and the Federal Elections Bill

- In 1891, Republicans sought to use a favorable ruling by the presiding officer to overcome a Democratic filibuster of their Federal Elections Bill.
- Most news commentators expected the Republicans to establish a new precedent that debate was not in order. The House had established such a precedent in a similar manner the previous year.
- Vice President Levi Morton frustrated his fellow Republicans by overruling their points of order and allowing Democrats to kill the measure via obstruction.



---

---

---

---

---

---

---

---

### Bypassing Chamber Rules



- In 1859, Vice President John C. Breckinridge (D-KY) issued multiple rulings against his own party that would have passed a bill to authorize the acquisition of Cuba.



- In the wake of World War One, Vice President Thomas R. Marshall (D-IN) frequently issued procedural rulings that conflicted with the wishes of Republican majorities during consideration of the League of Nations Treaty.



- In 1956, Vice President Richard Nixon (R-CA) supported departing from chamber rules to end obstruction on civil rights legislation by Southern Democrats.

---

---

---

---

---

---

---

---

### The Effect of the Institution

- In the preceding episodes, the Vice President was willing to vacate from the wishes of chamber majorities and/or long-standing chamber precedents.
- This is not surprising. The Vice President has neither a short-term electoral tie to the body, nor does he benefit from the preservation of long-standing institutions.
- As such, the expectation is that he behave differently from the president *pro tempore* while presiding over debate.
- Specifically, we anticipate the Vice President to be less partisan than sitting senators.

---

---

---

---

---

---

---

---

### The Vice President and the Question of Order

- To examine the effect institutional affiliation has on rulings issued by presiding officers, we created a dataset of all rulings issued by the presiding officer that resulted in roll call votes from the start of the 26th Senate to the end of the 106th.
- This yielded 674 observations, or 8.28 rulings per Senate. The bottom.
- The Vice President ruled on approximately 25% of these.

---

---

---

---

---

---

---

---

### The Vice President and the Question of Order

- We employ four different logit model specification of “partisan rulings.”
  - (1) All instances where the chair upheld a point of order raised by a fellow partisan or rejected one raised by an out-party member.
  - (2) Second examines only instances where the presiding officer issued a ruling.
  - (3) Omits rulings on amendments
  - (4) Instances where the presiding officer was also a member of the majority party.
- Dummy variable for the presence of the vice president, a ruling on an amendments, majority party strength, the Senate parliamentarian, southerners.

---

---

---

---

---

---

---

---

Table 1: Logit Models of Chair Rulings Favorable to the Majority Party

Covariate	Full Model	Model 2	Model 3	Model 4
Vice President	-0.630* (0.232)	-0.793* (0.262)	-0.640* (0.288)	-0.662* (0.255)
Amendment	0.919* (0.210)	0.393 (0.232)	- (0.231)	1.008 (0.231)
Majority Party Strength	0.038* (0.010)	0.033* (0.011)	0.038* (0.013)	0.034* (0.011)
Parliamentarian	-0.467* (0.216)	-0.588* (0.240)	-0.820* (0.284)	-0.739* (0.244)
Southern	-0.301 (0.220)	-0.398 (0.239)	-0.199 (0.293)	-0.418 (0.236)
Constant	0.197 (0.381)	0.126 (0.419)	0.385 (0.484)	0.591 (0.407)
Observations	674	403	274	605
Prob > $\chi^2$	0.000	0.000	0.002	0.000
Pseudo $R^2$	0.074	0.046	0.052	0.085

---

---

---

---

---

---

---

---

---

---

---

---

### Results

- The preceding empirical analysis demonstrates that the institutional affiliation of the presiding officer plays an important role in determining the likelihood he would support the chamber majority.
- Specifically, this shows that the vice president is a less reliable agent for the majority party than members who are electorally accountable to them. This holds true even when the partisan affiliation of the vice president is controlled for.
- The four separate model specifications further speak to the robustness of this finding.

---

---

---

---

---

---

---

---

---

---

---

---

### Results

- Taken in conjunction with our case studies, we believe this represents strong evidence that the constitutional placement of the vice president as the president of the Senate represents an important constraint on the procedural choice available to chamber majorities.
- Majorities do not place power in the hands of their presiding officer because that officer cannot be trusted to be a reliable agent of the majority.
- This lack of trust has led the Senate to avoid centralizing authority in the chamber's presiding officer and has led to a less-efficient and obstructionist Senate.

---

---

---

---

---

---

---

---

---

---

---

---

### Future Work

- While rulings by the presiding officer have important policy implications, so do appeals of those rulings.
- One might expect rulings by the vice president to carry less weight than rulings by elected president *pro tempore* and, as such, be more apt to be overturned.
  - Does not appear to be the case. Vice President dummy not significant in a probit model of successful appeals.
  - Parliamentary dummy, majority party strength, anti-majority ruling all significant.



---

---

---

---

---

---

---

---

### Research Design Proposal

30% of your final grade is based on a research design proposal. The proposal should be a maximum of 15 pages in length (typed, double-spaced, Times New Roman, 12 point font, Chicago style citations). Students will be allowed to choose the topic of their paper, provided it is related to American Political Development. The instructor will be available during office hours for consultation. The paper should feature a review of the relevant scholarly literature, a well developed theory, and a detailed discussion of a potential test of that theory. The paper is due **Thursday, December 4th** at 5:00pm. E-mailed papers will not be accepted. Papers will be docked a full letter grade for each day they are late. A more detailed discussion of the paper project can be found on the website.

Students will be allowed fairly wide latitude in choosing their topic. Again, do not hesitate to consult the instructor for ideas and/or suggestions. The topic should be in some way related to American Political Development. The most important aspect of choosing a paper question is that the topic be testable using data or methods that can be acquired and implemented.

The final paper should require the following labeled sections:

---

---

---

---

---

---

---

---

### Research Design Issues

- A **research design** is a plan that shows how a researcher intends to fulfill the goals of a proposed study
  - A research design is the scheme that guides the process of collecting, analyzing, and interpreting data
  - It is a logical model of proof that allows the making of valid causal inferences
  - It indicates what observations will be made to provide answers to the questions posed by the researcher, how the observations will be made, and the analytical and statistical procedures to be used once the data are collected
  - If the goal of the research is to test hypotheses, a research design will also explain how the test is to be accomplished

---

---

---

---

---

---

---

---

### Research Design Issues

- All research designs to test hypotheses are attempts by researchers to accomplish four main objectives:
  - Establish a relationship between two or more variables
  - Demonstrate that the results are generally true in the real world
  - Reveal whether one phenomenon precedes another in time
  - Eliminate as many alternative explanations for a phenomenon as possible

---

---

---

---

---

---

---

---

### Research Design Issues

- Many factors affect the choice of a particular research design
  - One is the purpose of the investigation—whether the research is intended to be exploratory, descriptive, or explanatory will most likely influence the choice of a research design
  - Another is the practical limitations on how researchers may test their hypotheses
- Some research designs may be unethical, others impossible to implement for lack of data or sufficient time and money
- Researchers frequently must balance what is humanly possible to accomplish against what would be ideally done to test a particular hypothesis
  - Consequently, many of the research designs that researchers actually use are unfortunate but necessary compromises

---

---

---

---

---

---

---

---

### Research Design Issues

Regardless of the specific purpose of a study, its research design should include the following *basic elements*:

1. An **introduction**, outlining the question, explaining its importance and a statement discussing the researcher's argument
2. A statement of the purpose of the research
  - This can contain a **literature review**
3. A statement of the hypothesis to be tested (if any)
  - These are specified in the **theory**
4. A specification of the variables to be employed
5. A statement of how each variable is to be operationalized and measured
6. A detailed statement of how observations are to be organized and conducted
7. A general discussion of how the data collected will be analyzed
  - These four points should be detailed in the **methods section**
8. A **conclusion** detailing the importance of the study and argument, as well as outlining potential problems, future work, generalizability and normative policy recommendations (if any).

---

---

---

---

---

---

---

---

## Introduction

**I. Introduction** – This section sets up the paper. What is the question you’re seeking to answer? Why does it matter? What is your argument? Provide a brief outline of what you’re planning on doing in the paper. A clear introduction goes a long way towards motivating the research.

Students often have difficulties selecting a paper topic. Feel free to contact the instructor for feedback on this. Here is a listing of some broader ideas for paper topics that students have looked at in the past:

- How does <gender, the adoption of the 17<sup>th</sup> amendment, education, the Electoral College> affect <voting, turnout, etc.> in <presidential elections, congressional elections, state judicial elections, political primaries, etc.> in the United States?
- How does <term limits for elected officials, the line-item veto, campaign finance reform, the length of a member’s term, negative campaign advertising, the Senate filibuster> affect <a representatives’ voting, spending in congress/a state, the likelihood a member gets reelected>?
- How does <age, gender, the mode of selection> impact voting in <the United States Court of Appeals, trial courts, the United States Supreme Court, the U.S. House of Representatives, the U.S. Senate >?
- What factors influence <members of Congress, State representatives, governors> decision to <retire, seek higher office>?

**DEFINE YOUR TERMS!**

---

---

---

---

---

---

---

---

---

---

## Introduction

**I. Introduction** – Your introduction should accomplish a couple things. First, sell me on the importance of your question. Why should I care about media bias? You can do this either by telling me or by using a case study/news story. Regardless, you should try to hook your reader in. Second, you should be clear in telling the reader what your argument is. You don’t need to give me all the details (and you shouldn’t), but I should be aware of what your specific question/argument is from your introduction. Finally, a roadmap paragraph is usually a helpful way to conclude your introduction. This generally involves telling me what your argument is, how you plan on testing it, what conclusions you will draw and what the next section does.



---

---

---

---

---

---

---

---

---

---

## Literature Review

**II. Literature Review** – The literature review section builds off of your introduction. What does the most recent and relevant literature say about your question? Is the current literature limited in any way? Are there controversies or debates within it? In what way will your paper contribute to this literature?

Your paper should cite at least five political science/scholarly resources. This includes published articles, working papers or published books. An invaluable resource to identify these papers can be found at [www.jstor.org](http://www.jstor.org) or through usage of [Google Scholar](https://scholar.google.com/). Students looking for accessible political science research may also consider consulting articles discussed on the [monkey cage](#) – a political science blog. The blog itself is not a source; however, the articles they discuss are often good fit for your literature review.

Articles published in law reviews are fair game to use in the paper, but that they do not count towards your five scholarly sources. Please don’t take this as an indictment of law reviews – they publish some fantastic research. However, they don’t go through the blind peer-review process and are often more normative than traditional social science research. Additionally, students will become familiar with law reviews as they go on to law school, etc., and as such, I’d like to them to use political science research while they’re here.

Wikipedia is open-source material and **NOT** appropriate for this paper. Please do not cite to Wikipedia in any form in this paper.

---

---

---

---

---

---

---

---

---

---

## Theory

**III. Theory** – Again, this section should build off of your previous two sections. It is typically the most difficult section for students to compose. Your theory needs to be clear in addressing the issues and questions posed in your introduction and literature review sections. Here's a descriptive of a theory section I gave to a student in a previous course:

Your theory section needs to take your thesis statement from your introduction and build on it. For example, in the Moraski and Shipan paper, their thesis was that "political context is going to dictate the ideological location of Supreme Court nominations." Their theory explained why this is in greater detail. It argued that when the Senate was located to the left of the president, who was to the left of the current court, that the Senate should allow the president substantially leeway in choosing a nominee. Moraski and Shipan explained why they felt this was the case in greater detail and then expanded on two other ideological scenarios.

Often times, students write weak theory sections because they don't want to state anything they think is going to be obvious. Don't make this mistake and don't assume too much of the reader. Another common mistake is that students fail to anticipate and evaluate any counter-points to their argument. This is another issue that should be dealt with in your theory. Generally – a good theory section is a page and half. If you're not running that long, don't kill yourself over it – you can still put together a solid paper even if the theory is weak.

---

---

---

---

---

---

---

---

---

---

## Theory

Theories are statements about the expected relationships between variables

- Expectations are formed by linking some variables to other variables in a series of logically connected arguments
- The logical connections stipulate the relationship between the variables
- Can think of a theory as a series of if...then statements



Ex. Median Voter Theory

- Series of assumptions about voters and candidates leads to expectations about candidate's ideological positions

---

---

---

---

---

---

---

---

---

---

## Dependent/Independent Variables

- All theories include dependent and independent variables
  - A **dependent** variable is something we hope to explain (the "effect" in a cause and effect relationship)
  - An **independent** variable is something that we think will provide us with all or part of the explanation of the dependent variable (the "cause" in a cause and effect relationship)
- Ex – Voters casting votes for the candidates closest to them on the ideological spectrum causes candidates to converge to the median of the electorate
- The relationships between independent and dependent variables implied by any theory constitutes its **predictions**
  - These predictions are often referred to as **hypotheses**
  - They are the empirical implications drawn from the theory's logical connections between variables
  - We then need to test the hypotheses
- Ex – The Median voter theory predicts that candidates will converge to the middle of the ideological spectrum

---

---

---

---

---

---

---

---

---

---

### Theories

- Every theory has some core features in common
  - Every theory contains a set of assumptions
    - The assumptions of a theory are its crucial building blocks
    - Assumptions are the principle means by which theorists simplify reality
- Ex – Median Voter Assumptions
  - Only Two Candidates/Parties
  - Everyone votes
  - Candidates only care about winning office
  - Movement on the ideological spectrum is costless



---

---

---

---

---

---

---

---

### Theories

One of the most important questions to ask about any theory is whether its assumptions limit the domain of circumstances that the theory is capable of addressing

A good theory will be general enough to apply to many events

The more events or facts a theory can explain with a limited set of assumptions, the more useful the theory will be (parsimony)

- Thus, a theory of elections that does not require you to distinguish between primary and general elections has greater potential value for the study of elections than does a theory that only explains primary elections or general elections but not both

---

---

---

---

---

---

---

---

### Theories



- Beware of the straw man. A straw man argument is based on either misrepresentation of an opponent's position or the creation of an argument to which few or no credible support exists.

- Attacking a straw man can involve creating the illusion of having refuted a proposition by substituting a superficially similar proposition (the "straw man"), and refuting it, without ever having actually refuted the original position. -- Wikipedia
- The end result is to bolster one's theoretical claim or personal standing.
- If you can't address the entirety of an argument (it happens), say so – and ALWAYS cite.

---

---

---

---

---

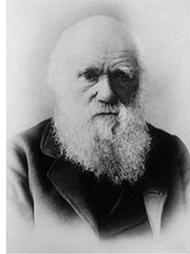
---

---

---

## Theories

- How we judge predictions from theories is certainly open to some dispute
- Some theories do not allow any possibility that evidence can show them to be wrong
  - Such theories are not *falsifiable* (they cannot be proven inaccurate or wrong)
  - They may be true (or not), but we have no way to be confident they are true or useful, short of faith



---

---

---

---

---

---

---

---

## Methods



**IV. Methods** - Once you have made your theory clear, you should begin thinking about how you will test it. What are your hypotheses/expectations? What variables will you use? How will you acquire them? What do you expect to find when you test them? What will you use to test your expectations? You can keep the technical aspects of this section as simple as you would like.

You do not need to specify or include a working statistical model -- and one is not expected for this paper. Your methods section should focus on (1) identifying where you would get the data from the test your hypothesis, and then, for you to (2) identify your dependent and (3) any independent variables in your analysis. You can feel free to write your conclusion section as if you ran the model and that your results confirmed your hypotheses.

---

---

---

---

---

---

---

---

## Conclusion

**V. Conclusion** - Assuming your results hold, what conclusions can you draw from your research? Can your findings be generalized to other areas? Can you make any normative recommendations based on them? What future work is necessary?



---

---

---

---

---

---

---

---

### Don't be this Student...

1. 3 am six page illegible rant about Obama/Republicans/hippies/etc...
  - It's a research paper, people
2. The student who cites wikipedia exclusively...
  - Cato institute and Daily KOS are also not appropriate cites.
3. 8 page lit review, half a paragraph of theory...
4. The "is this a good topic?" the weekend before its due e-mailer...
  - You can wait until the last minute, just don't advertise
5. The four page paragraph composer...
  - It's even worse if it's all one sentence.
6. The scared writer...
  - Suck it up and make an argument!
7. The overly confident writer...
  - You haven't "conclusively proven" anything.
8. The student who never rereads...
  - There's a big difference between "assess" and "asses"
9. The perfectionist...
  - Two types of papers: Good and finished
10. The plagiarizer and the paper buyer
  - I know how to work google
11. The creative writer
  - I'm not asking you to recreate "A Tale of Two Cities."
  - Be direct.
12. The never picks up the paper student
  - I hold onto them for several years. Pick them up or I will find you...




---

---

---

---

---

---

---

---

---

---

---

---

### Don't be this Student...

- 
13. The conversational writer
    - "Sick and tired," "that being said," "line in the sand"
  14. The student who Doesn't capitalize Consistently
    - Use the find command...
  15. The "over-quoter"
    - Use your own words...Show me you've done the reading
    - Block quotes and page numbers!
  16. The policy paper writer
    - Political science and public policy are separate fields
  17. Captain Jargon
    - Define your terms
  18. The rambler
    - Be on point and stay on point. Don't shy away from footnotes.
    - Shorter sentences!
  19. The car salesman
    - Cut the adjectives and adverbs. Let the reader decide if something is tremendous or very interesting
  20. The fact fudger
    - Check your dates and background information. When in doubt - cite!

---

---

---

---

---

---

---

---

---

---

---

---

### Outline

- |   |  |   |
|---|--|---|
| <p><b>I. Introduction</b></p> <ul style="list-style-type: none"> <li>a. news</li> <li>b. e-mail</li> <li>c. announcement</li> <li>d. today</li> </ul>               | <p><b>III. The Vice President in the Senate</b></p> <ul style="list-style-type: none"> <li>a. Where this paper came from...</li> <li>b. The Constitution</li> <li>c. The Role of the Presiding Officer</li> <li>d. Presiding Officers' powers</li> </ul> | <p><b>V. Review</b></p> <ul style="list-style-type: none"> <li>a. MC</li> <li>b. Scaling</li> <li>c. Short Essays</li> </ul>                    |
| <p><b>II. Publishing in Political Science</b></p> <ul style="list-style-type: none"> <li>a. Journals</li> <li>b. data</li> <li>c. Rejection and Revision</li> </ul> | <p><b>IV. Writing a Research Paper I</b></p>   | <p><b>VI. Conclusion</b></p> <ul style="list-style-type: none"> <li>a. questions?</li> <li>b. Class Champion</li> <li>c. For Tuesday</li> </ul> |

---

---

---

---

---

---

---

---

---

---

---

---

### Short Essays



1. Congratulations! After graduating from the University in Georgia you accepted a position as Chief of Staff to recently-elected Georgia Senator Wayne Knight. Senator Knight campaigned as a bipartisan reformer. Now elected, Knight is planning to invite Senate Majority Leader Harry Reid (R-NV) and Minority Leader Mitch McConnell over for dinner. You have been tasked with cooking a lasagna and ordering a honey baked ham. Knight's plan is to recreate a grand bargain like the one between Thomas Jefferson, James Madison and Alexander Hamilton historian Joseph Ellis describes in his chapter "The Dinner." Unfortunately, he has forgotten the details of that bargain. Additionally, he is unaware of political science work by Joshua Clinton and Adam Meirowitz that addresses Ellis's claims. What do you tell him?

2. Terrible news! Professor Madonna's article on the decision to have the Vice President serve as the Senate's presiding officer has been rejected by another political science journal. While he informs you this is clearly his co-author's fault, he explains that he needs to get this article published to ensure that he doesn't get fired. He wants to be more explicit in arguing that the decision to have the Vice President serve as the Senate's presiding officer has exhibited characteristics of path dependency. Unfortunately, his commitment to teaching and video games has prevented him from rereading Pierson (2000). He asks you to explain the four characteristics of a path dependent process to him. He also asks what the potential effects of path dependency are. Finally, he asks how Lynch and Madonna's (2010) paper might fit with this. Other than "Do your own work," what do you say?



---

---

---

---

---

---

---

---

---

---

### Short Essays



3. It is 10:00 on a Friday night and you and some friends are at a party drinking frescas. Across the room you spot someone attractive. Your eyes meet. You walk over to them and introduce yourself. As expected, playful banter quickly turns into a heated discussion of the American founding. Your new friend argues that the founders were successful because they were "great men." After composing yourself, you explain that there a number of plausible, alternative theoretical explanations for why the founders were successful. To really impress your new friend, you should outline four of these. What do you say? Your friend also asks you which of these theories you find the most appealing. How do you answer this? Why?

4. Imagine it's 1801. You and your friends are wearing powdered whigs, drinking frescas and watching duels when your buddy Steve Marbury informs you that he was recently selected by John Adams as a justice of the peace for the District of Columbia. He adds that even though President Adams has recently left office he expects his commission will be delivered any day now. Furthermore, he adds that "if ye old new administration doth not deliver ye commission, I shall petition ye Supreme Court for a writ of mandamus!" He wants your opinion on how this will end. Using the work of Clinton (1994), take your friend Steve down the game tree and explain to him all the options for him. President Thomas Jefferson and Supreme Court Chief Justice John Marshall. What's the most likely outcome? Why?



---

---

---

---

---

---

---

---

---

---

### Conclusion



Have a great day.

---

---

---

---

---

---

---

---

---

---