

NEW COURSE PROPOSAL

PROGRAM: MULTIPLE PROGRAMS (POLITICAL SCIENCE)

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

POLS 315 Congress and the Presidency (3)

Three hours lecture/discussion per week

This course will examine the ongoing struggle between the President and Congress to enact public policy. Students will study the two institutions singly and in their interaction. Particular attention will be placed on the electoral incentives of members of each institution and the inherent difficulties of cooperation in a system of separation of powers.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3	1	25
Seminar			
Laboratory			
Activity			

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This course is an elective that will count towards the minor in Political Science. It will provide students with an understanding of the political branches of the national government. In addition, it is designed to promote greater understanding of the policy making process. In our effort to produce graduates who participate in the civic life of this nation, a course like this is invaluable as it emphasizes the need for cooperation and compromise that was built into our governmental system by the authors of the Constitution.

Students who successfully complete this course will be able to:

- Demonstrate an understanding of the policy making process by preparing a legislative history of a major law, including an analysis of the Statement of Administration Policy as well as all stages of the legislative process.
- Play the role of a member of either institution in an in-class simulation with a high level of authenticity.
- Analyze a public policy and prepare a written report in both issue brief and policy paper formats
- Describe the Constitutional origins of presidential and congressional power and the evolution of institutional power over time.
- Locate, read and analyze major policy documents produced by the Executive Office of the President and Congress including: The Federal Budget, Laws and Report Language, Congressional Testimony,

regulations, and Congressional Budget Office Reports.

- Discuss the major theories of congressional behavior and presidential power that have been put forth by scholars.

4. Is this a General Education Course	Yes	No
If Yes, indicate GE category:		XX
A (English Language, Communication, Critical Thinking)		
B (Mathematics & Sciences)		
C (Fine Arts, Literature, Languages & Cultures)		
D (Social Perspectives)		
E (Human Psychological and Physiological Perspectives)		

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

Topics of Study Include:

I. Congress

Structure and Organization

Historical Development

The Legislative Process

Committees and the Policy Process

Women and minorities in Congress

Party Leadership

The Electoral Connection

II. The Presidency

Historical Development

Presidential Power: The Power to Persuade and Rhetoric

The Executive Branch

Presidential Elections and the Electoral College

III. Policymaking

Congressional-Executive Relations

Foreign Policy

Civil Rights Policy

Fiscal Policy

Social Welfare Policy

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Bond, Jon R. and Richard Fleisher. (2000) *Polarized Politics: Congress and the President in a Partisan Era.* (Washington: CQ Press)

Fisher, Louis. (1991). *Constitutional Conflicts Between Congress and the President*. (Lawrence, KS: University of Kansas Press).

Leloup, Lance T. and Steven A. Shull. *The President and Congress: Collaboration and Combat in National Policymaking*. (Boston: Allyn and Bacon).

Peterson, Mark A. (1990). *Legislating Together: The White House and Capitol Hill From Eisenhower to Reagan*. (Cambridge, MA: Harvard University Press).

Woodward, Bob. (1995) *The Agenda: Inside the Clinton White House*. (New York: Pocket Books).

7. List Faculty Qualified to Teach This Course.

Scott Frisch, Steve Lefevre

8. Frequency.

a. Projected semesters to be offered: Fall X Spring Summer

9. New Resources Required. N/A

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Scott A. Frisch

Proposer of Course

Date