

Political Science 449, Political Scandals in American Politics
Fall 2019 Semester
Monday and Wednesday, 1500-1615

Professor: Dr. Ken Moffett
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Office Hours: Monday, 1630-1730; Wednesday, 1330-1430; and by appointment.

Course Description The purposes of this course are to understand what constitutes a political scandal, and discover the progression of major scandals throughout American history. In the first part of the course, we will explore how and why political scandals come about, the dynamics of different types of scandals, and investigate some early scandals in American politics. In the middle part of the course, we will study specific sex and money scandals, as well as, the Johnson, Nixon, Clinton and Trump presidencies. Finally, we will investigate the effects that political scandals have on officeholders and the public. By the end of the course, students will be able to draw upon theoretical explanations and the American historical experience to explain the incidence and implications of political scandals.

Assigned Texts Your books are available at Textbook Rental.

Marion, Nancy E. 2015. *The Politics of Disgrace: The Role of Political Scandal in American Politics*. Durham, NC: Carolina Academic Press.

Rottinghaus, Brandon 2015. *The Institutional Effects of Executive Scandals*. New York, NY: Cambridge University Press.

Learning Objectives: By the end of this course, students will be able to:

- 1) Explain what constitutes a scandal;
- 2) Analyze the ways in which different types of political scandals proceed;
- 3) Describe the effects that political scandals have on officeholders, the public, and other actors;
- 4) Orally present material to diverse audiences; and
- 5) Communicate research findings in writing to broader audiences.

Grading I will determine your grade based on a paper, an in-class presentation, a midterm examination, a *comprehensive* final exam, and participation. Your grade breaks down as follows:

Midterm Examination	100 Points
Term Paper	120 Points
Final Examination	180 Points
<u>In-Class Presentation</u>	<u>100 Points</u>
Total	500 Points

Grading Policy: I will use the following point cutoffs to determine letter grades: 450 and above, "A;" 400-449, "B;" 350-399, "C;" 300-349, "D;" and 300 and below, "F." All students who have completed thirteen weeks of the course and do not satisfy the requirements for the grades of "NS," "WR," "I," or "UW," will receive one of the aforementioned letter grades for their performance in the class.

"NS" or "no show" grades will only be assigned if a student: 1) was never in class during the semester; or 2) attended class on the first day, but at no point thereafter.

“WR” (or “withdrawal by registrar”) grades will only be assigned if all of the following criteria are satisfied: 1) a student ceases attendance and participation in the course at some point during the semester; 2) the student, his or her designee, or the Dean of Students (or his/her designee) notifies me *prior* to the end of the semester of mitigating circumstances that are beyond the student’s direct control; and 3) these circumstances exist such that a grade of “I” (or “Incomplete”) is not an appropriate option. I reserve the right to require appropriate documentation of mitigating circumstances prior to issuing a grade of “WR.” Students who do not produce this documentation, when requested, will receive a grade of “UW.” I reserve full discretion to determine whether the mitigating circumstances are sufficient to warrant the WR grade.

A grade of “I” (or “Incomplete”) will only be assigned if a student has completed, “...most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the course requirements” (SIUE Grading Policy 2012, available at <http://www.siu.edu/registrar/class/grading.shtml>). Before the grade of incomplete is assigned, I require all of the following: 1) the student has completed at least 50% of the course requirements; 2) appropriate written documentation of the circumstances surrounding a request for a grade of “I;” 3) s/he meets with me to determine the timeframe in which the remaining requirements will be satisfied; and 4) s/he signs a written agreement agreeing to this timeframe. Copies of this agreement will be forwarded to the Registrar and to the Chair of the Department of Political Science. Students who do not meet all of these requirements will not be eligible for this grade.

A grade of “UW” (or “unauthorized withdrawal”) will be assigned if both conditions are satisfied: 1) the student has attended more than one day of the course, but stopped attending prior to the end of the thirteenth week of the semester; and 2) s/he did not withdraw from the course prior to the end of the thirteenth week of the semester.

Exams: All exams consist of short essays. At least one week prior to each exam, the complete list of essays from which I will draw to compose your exams will be available from the course website.

If you need to reschedule an exam for *any* reason, you need to notify me prior to the start of that exam. Generally speaking, students who arrive late for an in-class exam are not allowed to take it once another student has finished the exam. I will *only* schedule makeup exams for university-authorized reasons.

In-Class Presentation: You will have a 15 minute, in-class presentation. This presentation will typically happen at the beginning of class, pursuant to a schedule that will be posted to the course website. I will give you more information about the presentation in a future handout.

Paper: You will have a 12 to 15-page paper on a topic to be announced. I will give you more information about your paper in a future handout.

Participation: Students are expected to participate actively throughout the course. Participation consists of attendance, doing the readings on time, getting involved in discussions, listening to and respecting your classmates, as well as their opinions. I strongly encourage students to read a national newspaper like *The New York Times*, *The Washington Post*, or *The Wall Street Journal*. This allows students to easily follow the national news and class discussions about current events as they relate to the course and developments related to political scandals in American politics. Students cannot expect to receive a good grade in this course if they do not engage with the material, both inside and outside of class.

Finally, I expect that you do all of the assigned readings before each class starts and be ready to actively contribute to classroom discussions. It is impossible to do your assigned readings immediately before any exam and expect to do well in the class. I will discuss some of the reading in class, but not everything. You will gain much more from the course if you do the readings before class starts, rather than after the fact.

Extra Credit: I reserve the right to assign small extra credit assignments throughout the course.

Lecture Topics and Reading Assignments

August 19: Introduction/What Constitutes a Political Scandal?

Marion, Chapter One

Rottinghaus, Chapter One

Thompson, Chapters One and Four (on Reserve at the Lovejoy Library)

August 21 & 26: What Constitutes a Political Scandal (Continued)?

Marion, Chapter One

Rottinghaus, Chapter One

Thompson, Chapters One and Four (on Reserve at the Lovejoy Library)

August 28: Media and Political Scandals

Nyhan, "Scandal Potential" How Political Context and News Congestion Affect the President's Vulnerability to Media Scandal" (*)

Puglisi and Snyder, "Newspaper Coverage of Political Scandals" (*)

Thompson, Chapters Two and Three (on Reserve at the Lovejoy Library)

Term Paper Podcast (on Course Website)

Oral Presentation Topic Due!

September 2: No Class. Happy Labor Day!

September 4: Media and Political Scandals (Continued)

Nyhan, "Scandal Potential" How Political Context and News Congestion Affect the President's Vulnerability to Media Scandal" (*)

Puglisi and Snyder, "Newspaper Coverage of Political Scandals" (*)

Thompson, Chapters Two and Three (on Reserve at the Lovejoy Library)

Term Paper Topic Due!

September 9 & 11: Early American Political Scandals

Cogan, "The Reynolds Affair and the Politics of Character" (*)

Marion, Chapter Three

September 16 & 18: Sex, Financial and Power Scandals

Kyvig, *The Age of Impeachment*, Chapter One (on Reserve at the Lovejoy Library)

Rottinghaus, Chapters Two and Three

September 23, 25 & 30: Sex Scandals

Brown, "California Professor, Writer of Confidential Brett Kavanaugh Letter, Speaks Out about her Allegation of Sexual Assault" (*)

Graves and Shepard, "Packwood Accused of Sexual Advances" (*)

Stockemer and Praino, "The Good, the Bad and the Ugly: Do Attractive Politicians Get a 'Break' when they are Involved in Scandals" (*)

Stoker, "Judging Presidential Character" (*)

Thompson, Chapter Five (on Reserve at the Lovejoy Library)

October 2: Midterm Exam

October 7, 9 & 14: Financial Scandals in American Politics

Green, "Origins of the Credit Mobilier of America" (*)

Jack Abramoff Special Report (available at <http://www.washingtonpost.com/wp-dyn/content/linkset/2005/06/22/LI2005062200936.html>)

Noggle, "Origins of the Teapot Dome Investigation" (*)

October 16: Andrew Johnson Impeachment

Benedict, "A New Look at the Impeachment of Andrew Johnson" (*)

October 21, 23 & 28: Watergate

Kyvig, *The Age of Impeachment*, Chapters Five and Six (on Reserve at the Lovejoy Library)
Marion, Chapters Two and Four

October 30: Bill Clinton Impeachment

Jacobson, "Impeachment Politics in the 1998 Congressional Elections" (*)
Kyvig, *The Age of Impeachment*, Chapter Twelve (on Reserve at the Lovejoy Library)
Marion, Chapter Six
Term Paper Due!

November 4 & 6: Bill Clinton Impeachment

Jacobson, "Impeachment Politics in the 1998 Congressional Elections" (*)
Kyvig, *The Age of Impeachment*, Chapter Twelve (on Reserve at the Lovejoy Library)
Marion, Chapter Six

November 11 & 13: The Trump Presidency

The Mueller Report (*)
Additional Readings to be Announced

November 18 & 20: Effects of Scandals on Officeholders

Basinger, "Scandals and Congressional Elections in the Post-Watergate Era" (*)
Newmark, Vaughan, and Pleites-Hernandez, "Surviving Political Scandals: Why Some Transgressions End Political Careers and Others do not" (*)
Paschall, Sulkin and Bernhard, "The Legislative Consequences of Congressional Scandals" (*)
Rottinghaus, Chapters Four, Five, and Seven

November 25 & 27: No Class. Happy Thanksgiving!

December 2 & 4: Effects of Scandals on the Public

Hendry, Jackson and Mondak Chapter Six, in Mondak, Jeffrey and Dona-Gene Mitchell 2008. *Fault Lines: Why the Republicans Lost Congress* (e-book through the Lovejoy Library).
Miller, "The Effects of Scandalous Information on Recall of Policy-Related Information" (*)
Miller Vonnahme "Surviving Scandal: An Exploration of the Immediate and Lasting Effects of Scandal on Candidate Evaluation" (*)
Walter and Redlawsk, "Voters' Partisan Responses to Politicians' Immoral Behavior" (*)

December 11 (Wednesday): Final Exam, 1400-1540

Classroom Policies and Procedures

Academic Misconduct: Students are responsible for knowing when and learning how to cite material using the *Style Manual for Political Science* (APSA Style) for all assignments. A student is expected to appropriately cite whenever s/he uses content or ideas that come from a source other than oneself. This expectation includes anything that comes from class notes, PowerPoint slides, or the course website, as these materials are the instructor's intellectual property. For more information, please refer to the Plagiarism Frequently Asked Questions handout at the end of this document.

The APSA style is the only accepted method of citing material in this course. Failure to abide by course or university policies with respect to academic integrity may constitute cheating and/or plagiarism.

I have zero tolerance for cheating and plagiarism and will deal with every instance to the maximum extent allowed by university policies and procedures. Normally, this means that someone who cheats and/or plagiarizes will fail the course and be reported to the Provost for additional disciplinary action.

Cellular Phones, Pagers and Similar Electronic Devices: Please turn these off before the start of this course as they distract me and your classmates. If one has an emergency that necessitates using one or more of these devices during class time, please talk to me before class starts. Finally, students are asked to refrain from using electronic devices to send text messages during class time as such conduct disrespects me and your classmates.

Draft Copies of Student Work: I am willing to read a single, *complete* draft of each student's assignment or redo prior to submission for a grade provided that it is submitted three days prior to the relevant due date. Multiple draft copies of the same assignment or redo from a student will not be read. Draft copies must be e-mailed to me.

E-Mail Expectations: Students are expected to regularly check their SIUE e-mail accounts, as important information about the course is disseminated in this fashion.

E-Mail Hours: I respond to student e-mails within 24 hours of the time and date that they were sent. If you do not receive a reply within this time frame, please follow-up with me.

E-Mail Limitations: I will not respond to any e-mails related to the contents of an exam on the same day as any test, nor do I provide an answer via e-mail to questions about expected grades in this course. Federal privacy laws and university policies do not allow me to e-mail any information about your grade in the class to you.

Grade Grievances: During the semester, you may disagree with a grade that you have received on an assessment (e.g., an assignment or exam). You have the opportunity to discuss and possibly contest this grade. You must follow the following procedure, should you decide to dispute a grade:

- 1) Within five calendar days after an assessment is returned, you must provide a *written* explanation of why you believe your grade is incorrect. This complaint must cite relevant sources from the lectures, readings, the syllabus, or University policy that support your complaint. You must also provide a copy of the originally graded assignment along with your written complaint.
- 2) I will review your complaint, regrade your *entire* assignment (and not just the portion in dispute), and will deliver my written response to you within five calendar days after receiving your grievance. Please note that any new grade will not be lower than your original grade.

Grading complaints will be evaluated based on preponderance of the evidence. Failure to follow this procedure will result in your complaint being denied. Further, grade grievances on the final course assessment (e.g., assignment or exam) are solely governed by University policy rather than this provision of the syllabus.

Finally, I deny all frivolous grade change requests. For example, this includes requests such as needing a higher grade to go to graduate or law school, keeping a scholarship, graduating on time, maintaining certain GPA requirements, or getting off of academic probation.¹

Leaving Early: If you must leave early for any reason, please notify me before class starts as doing so is much appreciated.

Sexual Harassment: I do not tolerate any such conduct as it is prohibited by law in addition to university policies and procedures. For more information, please see Southern Illinois University's Policy on Sexual Harassment (at <http://www.siu.edu/policies/2c5.shtml>).

Student Conduct: Pursuant to university policies and procedures, I reserve the right to remove from class, reduce the course grade, and/or assign an "F" for the course to any student who defies directions from the instructor and/or commits behaviors that manifest a lack of respect for others or their learning objectives during class. Examples of such behaviors include, but are not limited to, disrespectful, hostile, racist, disruptive, or demeaning behavior during class. For a more complete discussion of what constitutes such behavior, please refer to the Cougar Creed (at <http://www.siu.edu/parents/cougar-creed.shtml>), Student Conduct Code (at

¹ The material in this section borrows heavily from syllabi from Mark Bellemare at the University of [Minnesota](#) and Charles Shipan at the University of [Michigan](#).

<http://www.siue.edu/policies/3c1.shtml>), and the Student Academic Code (at <http://www.siue.edu/policies/3c2.shtml>).

Students with Disabilities: Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling (618) 650-3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at <http://www.siue.edu/access>.

User-Edited Websites: Students are not allowed to use any user-edited, mirror, information aggregating, or social networking websites as a source on any assignment or examination. Examples of such sources include, but are not limited to, Answers.com, Congresspedia, Diffen.com, Facebook, LinkedIn, and Wikipedia. Students are responsible for knowing whether an internet-based resource is prohibited under this policy, and are strongly encouraged to ask me about any specific website that might fall under the auspices of this policy. Any student who uses such sources will receive a 20% grade penalty on that assignment and/or paper, if s/he cites the material in question.

Final Considerations

The schedule presented in this document is tentative. Accordingly, I reserve the right to modify the syllabus and will post any changes on the course website. You are responsible for all of the information presented in this document, and anything discussed during class, on the course website, as well as, any podcasts that are posted to the course website. If you have any questions or concerns about anything in this class, please see me as soon as possible. We can more easily resolve such matters sooner rather than later.