



Irish Government and Politics

CPO 4145 Spring 2014

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Course Description

This course undertakes an intensive analysis of the contemporary history, politics, and governments of Ireland—both in the Republic and Northern Ireland. The course examines the foundations of the state and society from an historical and political-cultural perspective, including the impact of emigration in the mid-nineteenth century, the role of the Catholic Church on Irish politics and culture, the 1916 Easter Rising, the establishment of Michael Collins' Free State (*Saorstát Éireann*) and partition of the North (Ulster), the Civil War of 1922-23, and the leadership of Eamonn de Valera in the establishment of the Republic (1949). The course also focuses on the legacy of British rule in the North (Ulster), the "Troubles" of the 1960s, 1970s, and 1980s, the Peace Process, and governmental structures in the North, as well as in the Republic of Ireland. Irish cinema—both fiction and documentary in nature—are utilized to enhance a grasp of the history and contemporary nature of state and society in the Republic and the North.

Course Objectives

The goal of this course is to provide students with an in-depth knowledge of and familiarity with the characteristics, themes and concepts relevant to the political systems of Ireland (the Republic and Ulster), and their interconnected history. Specifically, students will:

- understand the historical and political development of the Republic and Northern Ireland, and be able to identify key influences in that development;
- become familiar with the geography of Ireland;
- become familiar with Irish-Gaelic terms used in political and everyday parlance in the Republic;
- be conscious of the social and cultural parameters within which the Republic emerged and developed;
- become familiar with key institutions of the Republic and their workings;
- possess an understanding of the key aspects of the Northern Ireland problem, and potential solutions to it, as well as the ways in which institutions function (or fail to function) in Ulster following the Peace Process;
- develop and improve critical thinking, analysis, and writing skills.

Required Readings

Bill Kissane, *Explaining Irish Democracy*. Dublin: University College Dublin Press, 2002. ISBN-10: 1900621703.

John Coakley and Michael Gallagher (eds.), *Politics in the Republic of Ireland*. Routledge, 2004. ISBN-10: 0415280664.

Joanne McEvoy, *The Politics of Northern Ireland*. Edinburgh: Edinburgh University Press, 2008. ISBN-10: 0748625011.

Lisa A. Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*, 2nd edition (Washington, DC: CQ Press).

William Strunk and E.B. White, *Elements of Style Illustrated* (New York: Tribeca).

Journal articles as assigned in the syllabus. Instructions on access will be given in class.

Grades

Grades will be based on exams, quizzes, assignments, and participation in the course.

Do **NOT** bring newspapers, cell phones, palm pilots, beepers, I-Pods, MP3 players, **laptops**, or any other gadgets to class and expect to have cell phones ring, answer calls, listen to music, play on your laptop, etc. Students who engage such tomfoolery during class time will be asked to leave, and will receive a penalty in the equivalent of 1 entire class meeting in the attendance grade for disrespecting the instructor and their colleagues during our meetings.

Below is a breakdown of how grades will be determined for the course:

Attendance	10%
Participation (including presentations of class readings)	10%
Quizzes (announced and unannounced)	10%
Political Film Analysis (due 22 April)	20%
Annotated bibliography/research paper design (due 27 February)	20%
Research Paper (due 22 April)	30%

No late assignments will be accepted (i.e., papers must be turned in at the first of class, not in absentia, etc.), notwithstanding documented, verifiable legal or medical/familial emergencies. Emailing papers to Professor Conley is NEVER acceptable. NEVER put any assignment underneath Professor Conley's door: Anything placed under my door will go straight to the trash bin.

Attendance is mandatory. Tuesdays count for double attendance, given that we meet for two class periods that day. Attendance will be taken at each class meeting. Notwithstanding legal obligations or *serious* emergencies of a familial nature (i.e., death in the family) or medical *emergency* (i.e., hospitalization, not "I have a cold"), do NOT bring Professor Conley excuses as to why you cannot be in class on a regular basis. Such excuses will not be accepted.

Students are expected to participate actively in the discussions. This means students must read the assigned material before the course meets and come prepared to ask questions and engage in critical analysis. Students will be assigned course readings, several times during the semester, and provide an overview of that reading in class as a springboard to discussion.

All written work should be double-spaced and done in standard, 12-point font. Proper citations are **always** required (see instructions in the attached Appendix). Proper use of English is also expected; assignments with spelling/grammatical/syntactical errors will be marked lower. All essays must have a clear thesis statement that indicates the main argument of the paper and how it will develop.

Use of the "first-person" and the active voice in your work is acceptable and encouraged rather than the use of the passive voice.

Quizzes will typically be given when students evidence little familiarity with the readings.

Instructions for the Film Analysis will be posted on Professor Conley's web site.

See Appendix 1 for details on the annotated bibliography/research paper.

Note: Films in the course are NOT optional. Students are expected to take notes, and take the films very seriously. Films may be the subject of quizzes. The films come from Professor Conley's private collection and are not available to be borrowed by students.

Letter grades for the final grade in the course will be assigned per the following:

A	90+
A-	87-89
B+	84-86
B	80-83
B-	77-79
C+	74-76

C	70-73
C-	67-69
D+	64-66
D	60-63
D-	57-59
E	< 56

Academic Integrity and Plagiarism

Plagiarism (using someone else's ideas without giving him proper credit) is a serious offense. Students are expected to comply with the University of Florida's Student Code of Conduct. Questions should be directed to the Dean of Students Office, Judicial Affairs.

The written assignments for this class are to be your own work. Discussing your ideas or general approach with me, other students or faculty, revising your work in response to a colleague's criticism, or using words or ideas from a text or another source *with* proper attribution or referencing is acceptable, and is, in fact, an important aspect of intellectual discourse. Plagiarism and other forms of dishonesty, including the failure to cite proper references, are unacceptable at all times.

Cheating on assignments, examinations and plagiarism are violations of the academic honesty standards of the University of Florida, will have a serious effect upon your grade in this course, and will be referred to the appropriate University authorities for disciplinary action.

Students with Handicaps or Special Needs

If there is any reason why you require special physical accommodation for the examinations or during our time in class, please see me in confidence as soon as possible at the beginning of the course. Every effort will be made to accommodate your needs within the guidelines set forth by the University.

Creating a Dynamic and Rewarding Classroom Atmosphere

Much of our class time will be spent in discussion. It is therefore important that you bring your ideas and questions to class with you and share them with others. I will strive for an atmosphere in which every student participates and receives constructive and respectful response of me and other students. Through this interaction, you will strengthen your critical skills and heighten your enjoyment of the literature and we will learn from each other.

Office Hours

I keep regular office hours to ensure that I am available to assist you. I encourage you to consult with me on course readings, assignments, or any problems you may be having with the course. You may also reach me via email or by leaving a message on my office phone. "Virtual" office hours are available via Skype.

Lectures/Readings Schedule

Tuesday, 7 January

Course Introduction

Thursday, 9 January – Researching Irish Politics at Library West

Introduction to Research and Using Smathers Library with special guest, David Schwieder, Library West Political Science Subject Specialist

Tuesday, 14 January – Emigration and Connections with America

Miller, K.A., et al. "Golden Streets, Bitter Tears: The Irish Image of America During the Era of Mass Migration." *Journal of American Ethnic History* 10 (Fall 1990/Winter 1991): 16-35.

Brown, Thomas N. "The Origins and Character of Irish-American Nationalism." *Review of Politics* 18 (July 1956): 327-58.

Film: *Out of Ireland: The Story of Irish Emigration to America* (narrated by Liam Neeson, Gabriel Byrne and Aidan Quinn).

Thursday, 16 January – Irish Identity, Political Culture, and Nationalism

Coakley and Gallagher, Chapter 2.

O’Kelly, Ciarán. “Being Irish.” *Government and Opposition* 39 (2004): 504-20.

Hepburn, A.C. “Language, Religion and National Identity in Ireland since 1880.” *Perspectives on European Politics and Society* (No. 2, 2001): 197-220.

Tuesday, 21 January – The 1916 Rising, Treaty, and Civil War

Film: *Michael Collins* (directed by Neil Jordan, featuring Liam Neeson and Julia Roberts).

Coakley and Gallagher, Chapter 1.

Thursday, 23 January – The 1916 Rising, Treaty, and Civil War

Hart, Peter. “The Geography of Revolution in Ireland, 1917-1923.” *Past and Present* 155 (1997): 152-176.

Dolan, Anne. “Killing and Bloody Sunday, November 1920.” *The Historical Journal* 49 (Sept 2006): 789-810.

Horgan, John. “Arms dumps and the IRA, 1923-32.” *History Today* 48 (Feb 1998): 11-17.

Tuesday, 28 January – The 1916 Rising, Treaty, and Civil War

Film: *The Wind That Shakes the Barley*.

Thursday, 30 January -- Irish Democracy: From the Free State to the Irish Republic

Kissane, Chapters 1-3.

**Baglione, Chapter 1 (So You Have to Write a Research Paper)

Tuesday, 4 February – Irish Democracy: From the Free State to the Irish Republic

Film, RTE, “Seven Ages, The Free State”

Kissane, Chapters 4-10.

Thursday, 6 February – Northern Ireland: Approaches to the Development of the Conflict

McEvoy, Chapter 1.

Coakley and Gallagher, Chapter 13.

**Baglione, Chapter 2 (Getting Started: Finding a Research Question)

Tuesday, 11 February – Repression, British Rule, Home Rule, Paramilitaries, and Social Conflict (Northern Ireland)

McEvoy, Chapters 2-5.

White, Robert W., and Terry Falkenberg White. “Repression and the Liberal State; The Case of Northern Ireland, 1969-72.” *Journal of Conflict Resolution* 39 (1995): 330-52.

Film: *4 Days in July*

Thursday, 13 February – The Problem of Loyalist Identity & Unionism (Northern Ireland)

Archer, J.R. "Northern Ireland: Constitutional Proposals and the Problem of Identity." *Review of Politics* 40 (1978): 255-70.

Bill Rolston, "Culture As A Battlefield: Political Identity and the State in Northern Ireland," *Race & Class* 39 (April/June 1998): 23-35.

B. Graham and P. Shirlow, "The Battle of the Somme in Ulster Memory and Identity," *Political Geography* 21 (September 2002): 881-904.

**Baglione, Chapter 3 (Learning Proper Citation Forms, Finding the Scholarly Debate, and Summarizing and Classifying Arguments: The Annotated Bibliography)

Tuesday, 18 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Film, "Sunday" (directed by Jimmy McGovern).

Thursday, 20 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Blom-Cooper, Louis. "Bloody Sunday: Was the NICRA March Illegal or the Ban on Marches Unlawful?" *Political Quarterly* 77 (April-June 2006): 227-237.

Hegarty, Angela. "The Government of Memory: Public Inquiries and the Limits of Justice in Northern Ireland." *Fordham International Law Journal* 26 (April 2003): 1148-1192.

**Baglione, Chapter 4 (Making Sense of the Scholarly Answers to Your Research Question)

Tuesday, 25 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Film, Parts 1-2, "Bloody Sunday – A Derry Diary" (RTE/Irish Film Board)

Thursday, 27 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Draft research paper thesis/outline/annotated bibliography due – general discussion

**Baglione, Chapter 5 (Effectively Distilling Your Argument: The Thesis, Model and Hypothesis)

Spring Break – Week of 3 March

Tuesday, 4 March -- The Politics of Nationalist Protest in Ulster (Northern Ireland): the 1981 Hunger Strikes

Film: *H-3*.

Thursday, 6 March – The Politics of Nationalist Protest in Ulster (Northern Ireland): the 1981 Hunger Strikes

Sweeney, G. "Irish Hunger Strikes and the Cult of Self-Sacrifice." *Journal of Contemporary History* 28 (July 1993): 421-37.

Mulcahy, A. "Claims-making and the Construction of Legitimacy: Press Coverage of the 1981 Northern Irish Hunger Strike." *Social Problems* v. 42 (November 1995): 449-67.

**Baglione, Chapter 6 (Revising and Editing Your Work)

Tuesday, 11 March – The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements

Film: 60 Minutes, "IRA: 30 Years of Terror."

McEvoy, Chapter 6.

Picard, Robert G. "How Violence Is Justified: Sinn Fein's An Phoblacht." *The Journal of Communication* 41 (1991): 90-103.

Rogelio, Alonso, "The Modernization in Irish Republican Thinking Toward the Utility of Violence," *Studies in Conflict and Terrorism* 24 (Mar/Apr 2001): 131-44.

Thursday, 13 March – The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements

Film, “Endgame in Ireland” (PBS)

**Baglione, Chapter 7 (Making Your Plan and Protecting Yourself from Criticism)

Tuesday, 18 March The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements

R.J. Briand, “Bush, Clinton, Irish America and the Peace Process,” *The Political Quarterly* 73 (April/June 2002): 172-80.

McEvoy, Chapter 7.

Film, “Endgame in Ireland” (PBS)

Thursday, 20 March – The Debate over Consociational Democracy and/or Devolution and the Way Forward in Ulster

McEvoy, Chapter 8.

Lijphart, Arend. “Constitutional Design for Divided Societies.” *Journal of Democracy* 15 (2004): 96-109.

Tilley, J., G. Evans, and C. Mitchell. “Consociationalism and the Evolution of Political Cleavages in Northern Ireland.” *British Journal of Political Science* 38 (2008): 699-717.

Byrne, S. “Consociational and Civic Society Approaches to Peacebuilding in Northern Ireland.” *Journal of Peace Research* 38 (2001): 327-52.

McGarry, J., and B. O’Leary. “Consociational Theory, Northern Ireland’s Conflict, and Its Agreement.” *Government and Opposition* 41 (2006): 249-77.

** Baglione, Chapter 8 (Evaluating the Argument)

Tuesday, 25 March – Is Reconciliation Possible in Ulster?

Bryan, D., and G. McIntosh. “Symbols: Sites of Creation and Contest in Northern Ireland.” *SAIS Review* 25, no. 2 (2005): 127-137.

Madeleine Leonard, “Bonding and Bridging Social Capital: Reflections from Belfast,” *Sociology* 38 (December 2004): 927-44.

Film: *Five Minutes of Heaven*.

Thursday, 27 March – Electoral & Party Politics in the Republic

Coakley & Gallagher, Chs. 4-6.

** Baglione, Chapter 9 (Bringing Your Paper Together in Three Essential Ways)

*** Strunk and White, Chapter 1 (Elementary Rules of Usage)

Tuesday, 1 April – Legislative & Executive Functions in the Republic (Oireachtas & Taoiseach)

Coakley and Gallagher, Chs. 8, 9, 11, 12.

Conley, R. and M. Bekafigo. “‘No Irish Need Apply?’ Veto Players and Legislative Productivity in the Republic of Ireland, 1949-2000.” *Comparative Political Studies* 42 (January 2010): 91-118.

*** Strunk and White, Chapter 2 (Elementary Rules of Composition)

Thursday, 3 April – Legislative & Executive Functions in Northern Ireland

Richard S. Conley and with Charles Dahan, “Legislative Behaviour in the Northern Ireland Assembly, 2007-2011: Conflict and Consensus in a Developing Consociational Democracy.” *Political Studies*, Volume 61 (2013): 179-97.

Richard S. Conley, "The Consociational Model and Question Time in the Northern Ireland Assembly: Policy Issues, Procedural Reforms, and Executive Accountability, 2007-2011." *Irish Political Studies*, Volume 37, No. 4 (2012): 1-21.

*** Strunk and White, Chapter 3 (A Few Matters of Form)

Tuesday, 8 April – Social Policy and the Church in the Republic

Film: *The Rocky Road to Dublin* (director: Peter Lennon)

Thursday, 10 April – Social Policy, Divorce & Abortion Politics (the Republic)

Coakley and Gallagher, Chapter 9.

Lisa Smyth, "Narratives of Irishness and the Problem of Abortion: The X Case 1992," *Feminist Review* 60 (Autumn, 1998): 61-83.

R. Darcy and Michael Laver, "Referendum Dynamics and the Irish Divorce Amendment," *Public Opinion Quarterly* 54 (1990): 1-20.

*** Strunk and White, Chapter 4 (Words and Expressions Commonly Misused)

Tuesday, 15 April – Social Policy and the Church in the Republic: The Magdalene "Laundries" and the McAleese Report

Film: *The Magdalene Sisters*

"Magdalene Laundries – Controversies 20 Years On." RTÉ. <http://www.rte.ie/news/special-reports/2013/0626/458949-magdalene/>

***Strunk and White, Chapter 5 (An Approach to Style)

Thursday, 17 April –

Presentation of Research Papers

Tuesday, 22 April –

Presentation of Research Papers & Farewell

Appendix 1 Research Paper Guidelines

Thesis Statement/Draft Outline/Annotated Bibliography (due 27 February).

This assignment has three parts: 1) a thesis statement; 2) a draft outline; and, 3) an annotated bibliography. All told, you should produce 3-5 pp. (typewritten) proposal for your research paper.

A. Thesis Statement

The thesis statement lays out the argument of your paper, the model/hypothesis you are developing, and should be followed by a statement that conveys how you will organize your analysis. See Baglione, Chapter 5 (Effectively Distilling Your Argument) for further details. Here is one example:

“In this essay, I argue that President Reagan’s deft, direct communication style with the American people propelled his first-year agenda to stunning victory. He utilized a strategy of “going public” to rally grassroots support for his legislative proposals to cut government spending and taxes, all the while negotiating behind the scenes with both Democrats and Republicans on Capitol Hill to surmount the obstacles of opposition party control of the House of Representatives. However, just several years later liberal Democrats’ successful efforts to impede the influence of conservative southerners in their party—who were key to Reagan’s 1981 legislative coup—stifled the president’s agenda thereafter. Reagan nonetheless remained the “great communicator,” using the bully pulpit to challenge communism, save his administration from the fallout of the Iran-Contra scandal, and to console the American people after the Space Shuttle *Challenger* accident. On balance, Reagan’s communication strategy was employed on several different levels to achieve diverse objectives.

The following section of this essay details Reagan’s rhetorical style by reviewing briefly the scholarly literature. The second section provides brief case studies of Reagan’s use of the bully pulpit, including his strategy for his 1981 agenda, his varied approach to rhetoric on communism and the Soviet Union, his *mea culpa* on the Iran-Contra affair, and his ability to act as “healer-in-chief” after the *Challenger* disaster. The concluding section considers whether Reagan’s rhetorical style in light of changes in the media environment and the electorate that have arguably had significant implications for his successors’ use of the rhetorical presidency.”

B. Annotated Bibliography

The annotated bibliography first gives the full, proper citation for a journal article, book, or book chapter. Following the citation, you generally have 3-7 sentences that indicate what the major arguments and thrust of the scholarly work entail. Here is an example:

Conley, Richard S. 2003. “President Reagan, White House Lobbying, and Key Votes: A Reassessment.” *White House Studies* 3: 133-55. The author uses archival research in addition to data from prior presidencies to develop a statistical model of presidential influence in Congress. The author argues that Reagan did better on his early agenda not only because of southern Democrats’ support, but particularly because congressional Republicans were more unified behind the president than they had been for Reagan’s predecessors. The article covers the 1981 Economic Recovery and Tax Act (ERTA) lobbying effort closely, and details the Reagan White House’s strategy. The article gives emphasis to economic votes in Congress in the early Reagan presidency, which the White House believed were key to Reagan’s agenda.

The purpose of the annotated bibliographical entries is to provide yourself with a concise overview of the work so that as you prepare to write your manuscript, you can “remind” yourself of the focus and then go to work to cite appropriate quotations, cite general concepts/theories/themes, etc., with much greater ease.

C. Draft Outline

In the draft outline, which should follow the thesis statement and annotated bibliography, you develop a more detailed layout of your paper. The major headings should follow your “organizational statement” that follows the

thesis in Section A. Then there should be subheadings. *There is no single, correct way to develop a draft outline.* However, a bulleted, numbered, or most preferentially, a multi-level list (available in MS Word) works well. And there should be a high level of attention to detail, which underscores that you have thought through the most important elements of your paper—and this will pay off once you begin to actually write (of course, as you write, other citations may be added, information may be moved around, etc. You are not in a straightjacket. The outline is a heuristic). Here is a possible draft outline for this hypothetical research paper on Reagan and rhetoric:

1) Introduction (1-2 pp.)

- a) Paragraph introducing the theme of the paper – why it is important to consider Reagan’s rhetorical skills. Find a good quote from journalistic/academic source(s) to solidify.
- b) Thesis statement
- c) Organizational statement

2) Literature Review – Why Was Reagan Considered the “Great Communicator”? (1-2 pp)

- a) Reagan’s pre-presidential career
 - i) Actor
 - ii) Head of Hollywood’s Screen Actors’ Guild & McCarthy “red scare”
 - iii) Time at the “General Electric Theater” and promotion of the company’s conservative views
 - iv) Transformation from Democrat to Republican
 - (1) Speech for Barry Goldwater: “A Time for Choosing”
 - v) Governor of California
- b) 1980 Campaign
 - i) Simple themes
 - (1) Lower taxes, less government, cuts to entitlements
 - (2) Increased military strength
 - (3) Loss of US prestige abroad under Carter
- c) General strategy as president
 - i) Few press conferences to avoid overexposure
 - (1) Article by Weintraub, “The Presidential Press Conferences of Jimmy Carter and Ronald Reagan.”
 - (2) Book by Hertsgaard, *On Bended Knee*.
 - ii) Selective public appeals & willingness to bargain with Congress
 - (1) Brace and Hinckley article, “Presidential Activities from Truman Through Reagan.”
 - (2) Sloan article, “Meeting the leadership challenges of the modern presidency: The political skills and leadership of Ronald Reagan.”
 - (3) Barrett article, “Gone Public The Impact of Going Public on Presidential Legislative Success.”
 - (4) Collier article, “Writing for the Great Communicators: Writing rhetoric with Roosevelt and Reagan

3) Case Studies (6-8 pp.)

- a) 1981 Legislative Agenda
 - i) Divided government
 - ii) Reagan’s electoral strength among conservative, southern Democrats
 - iii) Impact of assassination attempt by Hinckley (?)
 - iv) Public appeals and private bargaining
 - (1) Conley article, “President Reagan, White House Lobbying, and Key Votes: A Reassessment.” *White House Studies*.
 - (2) Collier article, “Behind the Bully Pulpit: The Reagan Administration and Congress.”
 - v) Sum up what the case study demonstrates about Reagan’s leadership/style
- b) Iran-Contra
 - i) Brief introduction to scandal
 - ii) Reagan’s televised speech
 - (1) Benoit et al. article, “President Reagan’s defensive discourse on the Iran-Contra affair.”
 - iii) Establishment of Tower Commission – probably saved his presidency
 - iv) Public support – why was Reagan “forgiven”?
 - (1) Brody article, “Policy failure and public support: The Iran-Contra affair and public assessment of President Reagan.”

- v) Sum up what the case study demonstrates about Reagan's leadership/style
- c) Communism and the Soviet Union
 - i) Metaphorical use
 - (1) Evil Empire
 - (2) Hantz article, "Ideology, Pragmatism, and Ronald Reagan's World View: Full of Sound and Fury, Signifying...?"
 - ii) Hard line against Brezhnev
 - iii) More conciliatory tone at times with Gorbachev
 - (1) Trip to Berlin: "Mr. Gorbachev, tear down this wall."
 - iv) Sum up what the case study demonstrates about Reagan's leadership/style
- d) *Challenger* Disaster
 - i) Speechwriting of Peggy Noonan
 - ii) Reactions/Interpretations
 - (1) Middlebury College article, "A Tale of Two Speeches."
 - <http://sites.middlebury.edu/presidentialpower/2011/01/23/a-tale-of-two-speeches/>
 - (2) *New York Times* article, "Presidential Speeches at Times of Tragedy."
 - http://www.nytimes.com/interactive/2011/01/13/us/20110113_CONSOLATION_INTERACTIVE.html?_r=0
 - (3) *New York Times* article, "The Shuttle Explosion: President as Healer."
 - <http://www.nytimes.com/1986/01/29/us/the-shuttle-explosion-president-as-healer.html>
 - iii) Sum up what the case study demonstrates about Reagan's leadership/style

4) Conclusions (2-4 pp.)

- a) Paradox: Reagan heightened *institutional* partisanship but often transcended partisanship in the electorate
- b) One big year legislatively
- c) Essentials of what he wanted to accomplish largely finished in 1981 – holding the line thereafter
- d) Got himself out of a potentially impeachable offense with Iran-Contra
- e) Memorable rhetoric on communism and Soviets
 - i) But could not convince Americans about communist threat in Central America
- f) Grandfatherly figure after the *Challenger* accident
 - i) Speech is recalled as one of the most touching of the modern presidency
- g) Have Reagan's successors followed suit?
 - i) Momentary occasions, depending on the context
 - (1) H.W. Bush –successful on Gulf War
 - (2) H.W. Bush –unsuccessful in rallying public on the 1990 budget; huge disaster as public opinion turned against him and the 'deal'
 - (3) Clinton and Oklahoma City bombing: consolation yet resolve
 - (4) Clinton and Lewinsky: lies, and coming clean
 - (5) W. Bush and 9/11: consolation yet resolve
 - ii) Obama and his inaugural speech – transcendent?
 - (1) Failure to convince many Americans on the right about his agenda
 - (a) Cite George Edwards, *On Deaf Ears*. Limits to the bully pulpit.

Final Research Paper (due 22 April)

The final research paper should be approximately 10-14 pages, *excluding* citations. Essays that have fewer than 10 double-spaced, typewritten pages (using normal margins and 12 point font) will be graded significantly lower.

How many citations should you have? There is no hard and fast rule. The answer is: "as many as you need to present a well-crafted analysis that is buttressed by the scholarly literature." A minimum of 7-10 references is a good place to start, but excellent essays will likely have more.

Students must turn in a hard copy of the research paper in class on the due date. Further, all research papers must be submitted to Turnitin.com by the due date (instructions will be given in class).