

**Seminar in American Politics: POS 6045
Fall 2023**

Beth Rosenson

Associate Professor, Political Science Department

Anderson Hall 202, Email address: rosenson@ufl.edu

Office hours: Mondays 10:30-11:30 a.m., Thursdays 10:15 a.m.-12:15 p.m. in Anderson Hall 202. If you cannot make these times, email me about an alternative.

The course will meet each Monday at 11:45 in the department conference room -- Anderson Hall 216, across from department headquarters. The official classroom for the class, if the conference room is occupied that day, is NRN 3035.

Course description:

This seminar in American politics provides a broad overview of the field, with a focus on national politics. The main themes animating the course are: To whom do elected officials--in Congress and the executive branch--and appointed officials--in the bureaucracy and the Supreme Court--respond? To what extent are they influenced by interest groups? How representative is the American government? Whose interests are reflected in public policy? What are the constraints on the power of different political actors?

The course examines the formation and effects of public opinion; the unique nature of American national institutions and their interaction with one another; and the effects of American institutions on policy outcomes. We start out by looking at citizens, as they form opinions and turn out to vote, and then turn to political institutions, always with an eye to the general theme of responsiveness and representation. In addition to examining citizens and formal institutions of government, we will also consider “linkage” institutions that mediate the relationship of citizens to the government and shape election and policy outcomes (parties, interest groups, and the news media). Sessions will address public opinion, voter turnout, the Constitution and institutional design, parties, Congress, interest groups, the presidency, the Supreme Court, bureaucracy, and the media. We will read many of the “classics” in these sub-fields, as well as newer work.

The format of the class includes a mixture of lecture, discussion, and student presentations. Students are expected to attend all classes and hand in papers on time.

Required Books (all but the first 4 are in a Dropbox, along with other course readings as noted on the syllabus). The first four are on course reserve.

You may have to look around a little in the Dropbox for readings since a former student placed them there when the session weeks were different than they are now. There are also some readings in there that I have dropped over the years.

Dropbox:

<https://www.dropbox.com/scl/fo/eozhe8h48408p75blp66r/h?rlkey=0ltim7yv6ti0d6qrbrh6s539w&dl=0>

Books

- * John Zaller, The Nature and Origins of Mass Opinion (Cambridge University Press, 1992)
- * Christopher Achen and Larry Bartels, Democracy for Realists (Princeton University Press, 2012) to next page
- * Gabriel Lenz, Follow the Leader (University of Chicago Press: 2012)
- * James Stimson, Tides of Consent, 2nd.ed (Cambridge University Press: 2015)
- * Kent Weaver and Bert Rockman, eds. Do Institutions Matter? (Brookings: 1993)
- * David Mayhew, Congress: The Electoral Connection (Yale University Press: 2004)
- * Gerald Rosenberg, The Hollow Hope (University of Chicago: 1993)
- * Sarah Binder, Stalemate (Brookings: 2003)
- * Michael Nelson, ed. The Presidency and the Political System, 9th ed. (CQ Press, 2009)

Course requirements

* 4 critical essays (5-7 pages each) = 52% of grade (each worth 13 percent). Paper topics are at the END OF THE SYLLABUS. You will choose the weeks/topics. Each paper is due by email by 9 a.m on the morning class meets on Canvas. There will be four Assignments marked Assignment 1, Assignment 2, Assignment 3, and Assignment 4 in Canvas where you just submit each of the four papers of your choosing.

* 1 research proposal (details forthcoming) of roughly 10-15 pages = 30% of grade. Due December 9.

* Class presentations = 18%. This involves THREE presentations on required readings, of about 20 minutes each (each worth 6 points). You should create a handout (one to two pages) to share with your classmates. Your presentation should 1) summarize the important findings and implications and 2) raise some questions for discussion. Your presentations should not simply regurgitate what an author says; they should be critical assessments of the author's arguments. Is the reading convincing? If it is problematic, what problems do you see with the assumptions or the research design? What kinds of future research are suggested by the reading – are there questions that are not asked or are not fully answered?

Recording of Classes

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are

prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

August 28

Session I: Introduction and Course Overview

September 4- LABOR DAY, NO CLASS

September 11:

Session 2: The Formation of Public Opinion

Questions to think about while reading

How do citizens form political opinions or preferences? Are voters ideological? Are they rational? Do people vote based on policy preferences, or something else?

READINGS

*Converse, Phillip, "The nature of mass belief systems in mass publics (1964)." Critical Review (Winter 2006), Vol. 1-3, pp. 1-34 only (I know, this is dry, but it is a classic which served as a springboard to a huge amount of later research) (Online through UF Library website)

* Zaller, John, The Nature and Origins of Mass Opinion (Cambridge University Press, 1992), chapters 2-4 (Required Textbook)

*Stimson, James, Tides of Consent: How Public Opinion Shapes American Politics, 2nd edition (Cambridge University Press, 2015), chapters 1-2 and pp. 68-84 (Required Textbook)

* Achen, Christopher and Larry Bartels, Democracy for Realists (Princeton University Press, 2012), chapters 2, 8-10 (Required Textbook)

* Lenz, Gabriel, Follow the Leader (University of Chicago Press: 2012), chapters 1, 2, 9 (Required Textbook)

September 18

Session 3: The Impact of Public Opinion

Questions to think about while reading

What impact does public opinion have on elections, on public policy, on Congress, and on presidents? Whose opinions do policy makers listen to more, and less?

READINGS

- * Griffin, John, and Brian Newman, Minority Report (University of Chicago Press: 2008), chapters 4 and 5 (Dropbox)
- * Broockman, David E. and Christopher Skovron, "Bias in Perceptions of Public Opinion among Political Elites," American Political Science Review, Vol. 112, No. 3 (August 2018): 542-63. (Online through UF Library website)
- * Cayton, Adam F. "Consistency versus Responsiveness: Do Members of Congress Change Positions on Specific Issues in Response to Their Districts?" Political Research Quarterly, Vol. 70, No. 1 (March 2017): 3-17. (Online through UF Library website)
- * Larry M. Bartels, Unequal Democracy (Russell Sage: 2008), pp. 252-273 (to be sent to class)
- * Gilens, Martin and Benjamin Page, "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens," Perspectives on Politics, Vol. 12, No. 3 (September 2014): 564-581. (Online through UF Library website)
- * Jarron Bowman, "Do the Affluent Override Average Americans?" Social Science Quarterly, Vol. 101, Issue 3 (May 2020): 1018-1037. Available at <https://onlinelibrary.wiley.com/doi/full/10.1111/ssqu.12791> and through UF Library website.

September 25

Session 4: Voter turnout

Questions to think about while reading

Why vote? What factors affect voter turnout?

READINGS

* Riker, William H., and Peter C. Ordeshook, "A Theory of the Calculus of Voting," American Political Science Review, Vol. 62, No. 1 (March 1968): 25-42. (Online through UF Library website)

* Rogers, Todd, Craig R. Fox and Alan S. Gerber, "Rethinking Why People Vote: Voting as Dynamic Social Expression," in The Behavioral Foundations of Public Policy, E. Shafir, ed. (Princeton University Press, 2013), chapter 5, available online at https://scholar.harvard.edu/files/todd_rogers/files/rethinking_why_people_vote_2012.pdf

* Alan S. Gerber and Donald P. Green, "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment," American Political Science Review, Vol. 94, No. 3 (September 2000): 653-663, available online at <https://isps.yale.edu/sites/default/files/publication/2012/12/ISPS00-001.pdf>

* Adam J. Berinsky, "The Perverse Consequences of Electoral Reform in the United States," American Politics Research, Vol. 33, No. 4 (2005): 471-91. (Online through UF Library website)

* Hajnal, Zoltan, Nazita Lajevardi, and Lindsey Nielson, "Voter Identification Laws and the Suppression of Minority Votes." Journal of Politics, Vol. 79, No. 2 (April 2017): 363-79.

* Neiheisel, Jacob R. and Rich Horner. "Voter Identification Requirements and Aggregate Turnout in the U.S.: How Campaigns Offset the Costs of Turning Out When Voting is Made More Difficult." Election Law Journal (2019), available at <https://www.liebertpub.com/doi/abs/10.1089/elj.2018.0500>

October 2
Session 5: Institutions I

Questions to think about while reading

Why study American political institutions? What is the institutional perspective and what does it replace? What are the different variants of institutionalism? What are the problems that critics perceive with an institutional perspective, in particular with rational choice institutionalism? How might culture affect political outcomes? What does Steinmo say are the limits of a cultural approach to understanding American politics and policy?

READINGS

- * David Brian Robertson, “The Return to History and the New Institutionalism in Political Science,” Social Science History 17:1 (1993) (in Dropbox)
- * March, James and Johan Olsen, “The New Institutionalism: Organizational Factors in Political Life,” American Political Science Review 78 (1984), pp. 734-749 (in Dropbox)
- * Paul Pierson, “Increasing Returns, Path Dependence, and the Study of Politics,” American Political Science Review, Vol. 94, No.2 (June 2002), pp. 251-167 (in Dropbox)
- * Kenneth Shepsle, “Studying Institutions: Some Lessons From the Rational Choice Approach,” Journal of Theoretical Politics 1 (1989): 134-148 (in Dropbox)
- * Robert Abelson, “The Secret Existence of Expressive Behavior” in Jeffrey Friedman, ed., The Rational Choice Controversy (Yale: 1996), pp. 25-36, 95-106 (in Dropbox)
- * Samuel Huntington, American Politics: The Promise of Disharmony (Cambridge: Harvard University Press, 1981), Chapter 2 (in Dropbox)
- * Rogers Smith, “Beyond Tocqueville, Myrdal and Hartz: The Multiple Traditions in America.” American Political Science Review, Vol. 87, No. 3 (September 1993), pp. 549-566 (in Dropbox)

Recommended, NOT required, additional readings on culture: Louis Hartz, The Liberal Tradition (Harcourt, 1991) and Symposia/Commentary on Hartz in Studies in American Political Development, October 2005, pp. 206-239 and in Perspectives on Politics, March 2005, pp. 93-120; Alexis DeTocqueville, Democracy in America), James Morone, “Storybook Truths about America,” Studies in American Political Development, October 2005, pp. 216-226.

October 9

Session 6: Institutions II

Questions to think about while reading

**Which institutions make a difference and how do they make a difference?
What is the impact of American political institutions on public policy outcomes?
What is the impact in particular of the divided government that is a unique result of the American institutional design?**

READINGS

* Sven Steinmo, “American Exceptionalism Reconsidered,” in L. Dodd and C. Jillson, eds., The Dynamics of American Politics (Boulder: Westview Press, 1994), pp. 106-131 (in Dropbox)

* Weaver and Rockman, Do Institutions Matter?, pp. 1-41, 110-50, 237-270, 445-461 (in Dropbox)

* Morris Fiorina, Divided Government (Allyn Bacon: 1996), Ch. 6 (in Dropbox)

* David Mayhew, “Divided We Govern,” in Nivola and Rosenbloom, eds. Classic Readings in American Politics, ch. 25, pp. 298-213 (St. Martin’s, 1998) (in Dropbox)

* Sarah Binder, Stalemate (Brookings, 2004), chs. 1-4 and 6 (in Dropbox)

* Sarah Binder, “Congress and the President: Legislating in Polarized Times,” in James A. Thurber and Jordan Tama, eds., Rivals for Power: Presidential-Congressional Relations (Rowman and Littlefield: 2018), pp. 41-51 (To be emailed to class list serve)

October 16

Session 7: The Constitution and Institutional Design

Questions to think about while reading

What were the founders most concerned about when they designed our political institutions? What did they seek to prevent and what did they seek to promote? What were the most important tensions in the constitutional debate? What were the important compromises and what factors made compromise possible?

READINGS

* Joseph Ellis, Founding Brothers: The Revolutionary Generation (Alfred A. Knopf: 2000), Preface, pp. 3-19 (in Dropbox)

* The Federalist Papers, Clinton Rossiter, ed., Essays #10, 39, 51 (available on-line at <http://memory.loc.gov/const/fed/fedpapers.html>)

* W.B. Allen and Gordon Lloyd, eds., The Essential Antifederalist (University Press of America: 1985), Federal Farmer Letters VII, VIII, and IX, and Brutus Essay II (available on-line at <http://www.constitution.org/afp/afp.htm>)

* Sheldon Wolin, “Montesquieu and Publius” in Presence of the Past (Johns Hopkins: 1989) (in Dropbox)

* Robert McGuire and Robert Ohsfeldt, “Public Choice Analysis and the Ratification of the Constitution,” in Bernard Grofman and Donald Wittman, eds., The Federalist Papers and the New Institutionalism (Agathon: 1989), Chapter 12, pps. 175-204 (in Dropbox)

*David Robertson, “Madison’s Opponents and Constitutional Design,” American Political Science Review, Vol. 99, No. 2, March 2005, pp. 225-243 (in Dropbox)

* Robert Dahl, How Democratic is the Constitution? (Yale: 2001) Chapter 2

RECOMMENDED: Gordon Wood, Creation of the American Republic, pp. 519-565 (in Dropbox)

October 23
Session 8: Presidency

Questions to think about while reading

How do we define and explain presidential “success”? How has the presidency as an institution evolved over time and how does it interact with other political actors? What are the main constraints on presidential power?

READINGS

*Michael Nelson, ed., The Presidency and the Political System, 9th ed. (Washington D.C.: CQ Press, 2010): Chapters 9, 10, 12 (In Dropbox)

* Stephen Skowronek, The Politics Presidents Make (Harvard University Press, 1997), chapter 3 (To be sent to class list serve)

* Andrew Rudalevige, “The Presidency and Unilateral Power: A Taxonomy.” in Michael Nelson, ed. The Presidency and the Political System, 11th ed. (Washington DC: CQ Press/Sage, 2018), (To be sent to class list serve)

*Canes-Wrone, Brandice and Kenneth W. Shotts, “The Conditional Nature of Presidential Responsiveness to Public Opinion.” American Journal of Political Science, Vol. 48, 4 (October 2004): 690-706. (Online through UF Library website)

October 30

Session 9: Congress I: The Electoral Connection

Questions to think about while reading

How do we explain Congressional voting? What are the primary motivations that explain the behavior of members of Congress (not only voting behavior but also their choice of committees to serve on, etc.)? How does Congress address the task of institutional maintenance, according to Mayhew? To what extent do members of Congress respond to constituents? Does “descriptive representation” matter?

READINGS

- * Mayhew, The Electoral Connection, Entire book (it is very readable though – no numbers and nicely flowing prose) (in Dropbox)
- * Discussion of The Electoral Connection, PS: Political Science and Politics, Vol. 34, No. 2 (June 2001): 251-266), essays by Mayhew, Bond, Aldrich, Abramowitz, Hurley, Dodd, and concluding observations by Mayhew (in Dropbox)
- * Richard Fenno, Congressmen in Committees, chapter 1 (in Dropbox)
- * Benjamin Bishin, “Constituency Influence in Congress: Does Subconstituency Matter?” Legislative Studies Quarterly (2000) 24: 389-415 (in Dropbox)
- * Christina Bejarano, Nadia E. Brown, Sarah Allen Gershon, and Celeste Montoya, “Shared Identities: Intersectionality, Linked Fate, and Perceptions of Political Candidates.” Political Research Quarterly, August 2020, Online First (Online through UF Library Website and will be sent to class list serve)

November 6

Session 10: Congress II: Polarization and Problem Solving

Questions to think about while reading

How important are parties in Congress and how do they exert their power? What are the sources and effects of polarization in Congress? What are the differences between the Senate and House in terms of polarization? How does Congress still get things done – how does it produce policy – in the face of partisan polarization?

READINGS

* C. Lawrence Evans, “Parties and Leaders: Polarization and Power in the U.S. House and Senate,” in Jamie L. Carson, ed., New Directions in Congressional Politics (Routledge: 2012) (In Dropbox)

*Danielle Thomsen, “Party Fit Theory”, Conference Paper from Southern Political Science Association, January 2013 (In Dropbox)

*Morris Fiorina, “Party Homogeneity and Contentious Politics,” Chapter 10 in Daniel Shea and Morris Fiorina, Can We Talk? The Rise of Rude, Nasty Stubborn Politics (Pearson, 2013) (In Dropbox)

* Paulina Rippere, “Sensemaking in the Senate: Bipartisan Cooperation through Bill Cosponsorship,” Working Paper (In Dropbox)

* Scott Adler, Congress and the Politics of Problem Solving (Cambridge University Press, 2012), Chapters 1, 5, 8, 9 (In Dropbox)

* Frances Lee, “How Polarization Affects Governance,” Annual Review of Political Science (2015), Vol. 18: 261-82. (Available through UF Library Website)

November 13

Session 11: Political Parties and Interest Groups

A. Parties

Questions to think about while reading

What functions do parties serve? Are parties on the rise or on the decline?

READINGS

* Morris P. Fiorina, 1980, "Decline of Collective Responsibility," Daedalus (1980), Vol. 109, No. 3: 25-45 (in Dropbox)

* James Reichley, "The Rise of National Parties" in John Chubb and Paul Peterson, eds., The New Direction in American Politics (Brookings, 1985) (in Dropbox)

* Magelby, David B. and Candice Nelson, "Independent Leaners as Policy Partisans: An Examination of Party Identification and Policy Views," The Forum, Vol. 10, No. 3 (2012). Available at:
<http://www.acsu.buffalo.edu/~jcampbel/documents/MythOfIndepVoter2012.pdf>

* Iyengar, Shanto and Masha Krupenkin, "The Strengthening of Partisan Affect," Political Psychology, Vol. 39, Issue S1 (February 2018): 201-218. (Online through UF Library website).

B. Interest Groups

Questions to think about while reading

What impact do groups have on the policy process, and what is the nature of their influence? How is influence measured?

READINGS

* Richard Hall and Frank Wayman, "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees," American Political Science Review (1990) 84:797-820 (In Dropbox)

* Diana Evans, "Before the Roll Call: Interest Group Lobbying and Public Policy Outcomes in House Committees," Political Research Quarterly (June 1996), Vol. 46, No. 2: 287-304 (In Dropbox)

* Finger, Leslie K. "Interest Group Influence and the Two Faces of Power." American Politics Research, Online First, Published July 22, 2018. (Available online through UF Library Website).

Amy Melissa McKay, "Buying Amendments? Lobbyists' Campaign Contributions and Microlegislation in the Creation of the Affordable Care Act." Legislative Studies

Quarterly (2019): 327-360. Full article available online at <https://onlinelibrary.wiley.com/doi/10.1111/lsq.12266>

*****NO CLASS NOVEMBER 20*****

November 27

Session 12: Bureaucracy

Questions to think about while reading

What motivates bureaucrats and explains their behavior? Who--if anyone-- controls the bureaucracy?

READINGS

* James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books, 1989), chs. 4, 5 (In Dropbox)

* Weingast and Moran, "Bureaucratic Discretion or Congressional Control? Regulatory Policymaking by the FTC," *Journal of Political Economy* (1983) 91:764-800 (In Dropbox)

* Terry Moe, "Assessment of the Positive Theory of Congressional Dominance," *Legislative Studies Quarterly* (1987) 12: 475-520 (In Dropbox)

* Mathew McCubbins, Roger Noll and Barry Weingast, "Administrative Procedures as Instruments of Political Control," *Journal of Law, Economics and Organization* (1987), Vol. 3, 243-277 (In Dropbox)

* Mathew McCubbins and Thomas Schwartz, "Congressional Oversight Overlooked: Police Patrols Versus Fire Alarms," *American Journal of Political Science* (1984) 28: 165-179 (In Dropbox)

* Andrew Whitford, "The Pursuit of Political Control By Multiple Principals," *Journal of Politics*, Vol. 67, No. 1 (February 2005): 29-49. (In Dropbox)

December 4

Session 13: Supreme Court and Presentation of Research Proposals

Questions to think about while reading

How powerful is the Supreme Court? What is the relationship between the court and public opinion? Does the Court play a leadership role in initiating social change? How does the political power of the Court compare to, and interact with, the power of Congress and the presidency?

READINGS

* Alexander Bickel, The Least Dangerous Branch (Bobbs-Merill: 1962), chapter 1, pp. 1-33 (In Dropbox)

* Robert Dahl, "Decision Making in a Democracy: The Supreme Court as National Policy Maker," Journal of Public Law (1957): 279-295 (In Dropbox)

* Thomas Burke, "The Judicial Implementation of Statutes: Three Stories about Courts and the Americans With Disabilities Act" in Mark C. Miller and Jeb Barnes, eds., Making Policy, Making Law (Georgetown Press, 2004) (In Dropbox)

* Neal Devins, "Is Judicial Policymaking Counter-majoritarian?" in Mark C. Miller and Jeb Barnes, eds., Making Policy, Making Law (Georgetown Press, 2004) (In Dropbox)

* Gerald Rosenberg, Hollow Hope (REQUIRED TEXT), chs 1-3, 6 (In Dropbox)

* Scott Lemieux, "Judicial Supremacy, Judicial Power, and the Finality of Constitutional Rulings," Perspectives on Politics (December 2017), Vol. 15, No. 4: 1067-81. (Available on UF Library Website)

Dec. 9 – Research Proposals due on Canvas

Information on paper topics

Choose FOUR of the following questions to write on. They are due by email to the professor by 8 am the morning of class, and also bring a hard copy to class. These should be critical essays of 5-7 pages in length (double spaced, with pages numbered). Topics are organized by session topic.

Session 2: Formation of Public Opinion.

How do citizens form their opinions on public policy issues? To what extent are citizens ideological in their beliefs? What factors shape the political beliefs/preferences that citizens hold?

Session 3: Impact of Public Opinion.

How responsive are policy makers to public opinion? Whose opinions are listened to more, and less, by policy makers?

Session 4: Voter Turnout.

What are the various factors that influence voters as they decide whether to turn out to vote or not? Consider both factors that promote turnout and factors that hinder turnout.

Session 5: Institutions I

What is the “institutionalist” perspective on studying American politics? Consider both historical and rational choice institutionalism. To what extent does “adding in” culture, in addition to institutions, as an explanatory factor, help us understand policy outcomes in the United States?

Session 6: Institutions II.

How does the unique nature of American political institutions affect policy outcomes? You should discuss specific public policies that are covered in the Weaver/Rockman volume and also talk about the impact of divided government.

Session 7: Constitution.

What were the most important tensions in the constitutional debate? What were the important compromises that were made, in terms of the long term impact on our governmental structure?

Session 18: Presidency.

What are the most important constraints on presidents? Which factors limit presidents as they attempt to enact their preferred policies, and which factors most contribute to presidential success?

Session 9. Congress I.

What motivates members of Congress? How responsive are they to their constituents?

Session 10. Congress II.

What are the causes and implications of party polarization in Congress? To what extent does Congress still manage to solve problems despite polarization?

Session 11: Answer one of the following questions:

A. Parties.

Are parties on the rise or on the decline? Make sure to be clear about how different authors measure party strength or weakness. (Note the dates of various readings and what time periods they are referring to when they assess party strength, and their baseline of comparison is).

B. Interest Groups:

What influence do interest groups have on policy-making? In particular, discuss the influence that groups have, or do not have, through campaign contributions to politicians.

Session 12: Bureaucracy

Who controls the bureaucracy? What or whom do bureaucrats respond to?

Session 13: Court

How powerful is the Supreme Court? How does it affect public policy and public opinion? What are the limitations to the court's power?