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## *Questions in Politics*

### Volume III Abstracts

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#### **Where Have You Gone, Federalism, the States Turn Their Lonely Eyes to You: An Empirical Investigation into the Rehnquist Court's Federalism Decisions**

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The weakening of the levels of federalism due to New Deal policies and the 1937 Court-packing scandal, as well as re-solidification under the Rehnquist Court, has received much academic attention in the past few decades. Qualitative as well as quantitative research has examined a wide variety of federalism topics in relation to the Rehnquist Court, but few have tried to uncover empirical support for the argument that a revival occurred during this era due to Chief Justice Rehnquist himself and his support of a limited central federal government. An empirical test of the effect of Rehnquist's role as a chief justice on the federalism voting of Supreme Court justices will provide the explanation that the literature lacks. Not only will this test provide evidence that the conservative ideological nature of Supreme Court justices leads to ruling in favor of the states, but that the emphasis on reestablishing federalism by Chief Justice Rehnquist during this era lead to the increased number of pro-states rulings that were issued in comparison to earlier Courts. In the end, this work seeks to add to the literature by providing an empirical test of judicial decision-making during the Rehnquist era, offering a reason as to why the increased number of state sovereignty promoting federalism decisions occurred when they did.

#### **Two Matters of Choice in the Twenty-first Century: George W. Bush, Barack Obama, and the Legacy of Richard Neustadt**

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Debate over the continuing relevance of Neustadt's *Presidential Power* has been driven largely by the evolution of the presidency and the surrounding political environment. It is proper, then, to consider its continued applicability by evaluating the actions of contemporary presidents. While persuasion forms the basis for presidential power for Neustadt, the underlying key to that power lies in the choices presidents make and whether they are made with an eye toward future

power. The two cases here involve President George W. Bush and the effects of his prior staffing choices in the aftermath of Hurricane Katrina, and President Barack Obama and the effects of his early policy promotion choices in the aftermath of the 2010 elections. Neither Bush nor Obama acted with their power stakes clearly in mind. They suffered in terms of their subsequent job approval, legislative record, and ultimately in their party's fates in the 2006 and 2010 midterm elections, respectively. Choices still matter. That conclusion still applies to presidents and can help those in the future avoid the failures seen here.

### **Freelance Terrorism: Comparing “Lone Wolves” to “Wolf Packs”**

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From Garland, Texas, to Paris, France, several terror attacks by one or more individuals have occurred in recent months, rattling the international community. The media has often referred to such acts as “lone wolf” terrorism, even when there are multiple suspects involved. Our research separates the cases of solo attacker from those occurring in small groups, to see if there is a difference. Our analysis finds some surprising similarities and differences between the actual “lone wolf” and those in small “wolf pack” attacks.

### **WTF (What the Flip)? Preliminary Results of a Flipped-Hybrid Classroom Model on Student Success**

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For at least the last decade, universities and colleges across the nation have been seeking ways to improve the student learning experience. Specifically, educational scholars have been addressing problems of low retention, progression, and graduation rates (RPG). Within this realm, literature focuses on improving student study skills, improving institutional resources to identify and help improve at-risk students, and improving student engagement. The key seems to be that the more engaged a student is, the better that student will perform. The purposes of this article are to investigate students' engagement, satisfaction, and performance in a “Flipped-Hybrid classroom.” Specifically, this article addresses the question: Does the flipped classroom experience improve student engagement, satisfaction, and performance? We expect our preliminary results from a pilot study to find that students will be more engaged, that there will be fewer withdrawals and D's/F's, and that end-of-course A/B rates will be higher than non-flipped control classes.