Political Science 3424.0001: Congress and the Legislative Process
University of Central Florida
Fall 2018
Instructor: John Hanley
Syllabus

Class Meetings: Face to Face Tues/Thurs, 1:30-2:45PM, Psychology 105
Office Hours: HPH 306, T/Th noon-1pm, Th 3-5pm; or by appointment.
Email via webcourses Phone: 407-823-3329

GTA: Nye Hodge (contact via webcourses)

COURSE OVERVIEW

Examination of the Congress as an institution undergoing dynamic change; emphasis upon recruitment of legislators, institutional and informal rules, the committee system, legislative procedures. (*UCF Course Catalog*)

This course is a comprehensive survey of the contemporary U.S. Congress. We begin by analyzing the design of Congress, congressional elections, the connections between elections and governance, and how members of Congress represent their states and districts. We then turn to the organization of Congress, focusing on the interplay between political parties and congressional committees. We will take stock of the changes in the operation of the House and Senate, especially problems associated with extended debate in the Senate. We will then analyze the legislative process, congressional budgeting, interest group influence, and the interaction between the Congress and the White House. The place of Congress in the U.S. separation of powers system will be a theme throughout the course.

Class sessions will include both lecture and discussion. It is important that you keep up with the assigned reading in order to understand the lectures and participate in class discussions. Political science scholarship will help us to interpret and explain current congressional politics, so you should follow current events involving Congress. We will often begin class with a discussion of "what's happening in Congress." I recommend reading a good daily news source such as *The New York Times* or *Washington Post*, along with Congress-specific news sources such as *CQ Weekly* and *The Hill*.

<u>Prerequisites, Co-requisites, other enrollment requirements</u>
None.

<u>Student Learning Outcomes</u>

1. Understand and become conversant in the concepts, theories, institutions, programs that comprise and describe Congress.
2. Critically assess alternatives in institutional and policy design through thoughtful use of empirical data. *Especially*: (1) conceptualize and develop measurement strategies to describe and test hypotheses about social phenomena; (2) develop causal explanations for the operation of American politics in a manner that facilitates the understanding of other political systems.

3. Identify the appropriate venues and strategies for pressing claims in the political system. *Especially*: predict and explain the behavior of political actors with reference to their interests and environment.

COURSE TEXT

Available at the campus bookstore and online booksellers:
Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2018. *Congress and Its Members*. 16th ed. Washington, DC: CQ Press. ISBN 978-1506369730
You may prefer to purchase a used copy of a recent edition—this will likely suffice for the purposes of the course, but you are responsible for any and all deviations from the 13th edition.

There are also additional readings, which will be made available in pdf on webcourses.

GRADED ASSIGNMENTS

The following will make up your course grade:

- Syllabus quiz (2%)
- Two short assignments (20% total)
- One group project and presentation (15%)
- Two midterm exams (30 total)
- Final exam (25%)
- Class attendance and participation (8%)

Attendance Checks: On six random dates during the course of the semester, I will take attendance. All students in attendance will receive one point for each time they are present, up to a maximum of 5 points.

Written Assignments will be submitted via a Turnitin submission tool on webcourses. Late assignments will be deducted one third of a letter grade for each day late or portion thereof.

The midterms and final will consist of short answer and/or essay questions. Missing an exam without a valid excuse will incur a penalty of no less than 20 percent of the point value of the exam. This deduction may be raised to 50 percent if a student fails to reply promptly to emails about an exam delinquency, or otherwise obstructs scheduling of the makeup.

COURSE POLICIES

If you wish to have an assignment re-assessed due to a possible grading error, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only upon evidence of extenuating circumstances, religious holidays, or participation in approved university activities.

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

A SAMPLE OF ONLINE RESOURCES

U.S. House of Representatives http://www.house.gov
U.S. Senate http://www.senate.gov
Library of Congress http://www.loc.gov
THOMAS – Legislative Information http://thomas.loc.gov
http://thomas.loc.gov/home/legbranch/legbranch.html
Congressional Research Service reports:
http://www.rules.house.gov/archives/crs_reports.htm
Federal Election Commission http://www.fec.gov
The Hill http://www.thehill.com

C-SPAN http://www.cspan.org
http://www.c-span.org/resources/congress.asp
CQ Weekly Report http://library.cqpress.com/cqweekly/ (through SU library)
News Coverage:
New York Times: http://www.nytimes.com
Washington Post: http://www.washingtonpost.com
Party Organizations:
DSCC: http://www.dscc.org/
NRSC: http://www.nrsc.org/
DCCC: http://www.democraticaction.org/
NRCC: http://nrcc.org/
Campaign Finance:
FEC: http://www.fec.gov/
Open Secrets: http://www.opensecrets.org/
Campaign Finance Institute: http://www.cfinst.org/
Political Money Line: http://politicalmoneyline.com/
Brookings Institution: http://www.brookings.edu/gs/cf/cf_hp.htm

I. Organizational Meeting and Constitutional Background

August 21: Course introduction

- Complete the exercise at http://www.crfb.org/debtfixer/
- David Smith. 2017. "Steve Bannon may have lost the battle in Alabama but his GOP civil war goes on." https://www.theguardian.com/us-news/2017/dec/31/steve-bannon-may-have-lost-the-battle-in-alabama-but-his-gop-civil-war-goes-on

8/23-28: The Constitution and Representation

- Herbert J. Storing, ed. *The Anti-Federalist*. Letter from the Federal Farmer to the Republican, #7; and Melancton Smith address, pp. 338-47. [P]
- Federalist papers 10, 35, 57 [P]
- Davidson et al., Chapter 1.

8/30: The Constitution and Separation of Powers

- Constitution of the United States (Article 1; Article 2, sec. 1-3) [P]
- Davidson et al., Chapter 2
- Federalist papers 47 and 51. [P]

II. Congressional Elections and Representation

9/4-6: Representation and The Logic(s) of Congressional Elections

- Charles Stewart, *Analyzing Congress*, New York: Norton, 2001, pp. 3-14. [P]
- Richard Fenno. *Home Style: Members in Their Districts*, pp. 136-169.
- David Mayhew, *The Electoral Connection* (excerpts published in *The American Congress Reader*, edited by Steven Smith and Jason Roberts). [P]

9/11-13: Recruitment, Incumbency, and Campaign Finance

- Davidson et al., Chapter 3, pp. 62-71.
- Ryan Grim and Sabrina Siddiqui, "Call Time For Congress Shows How Fundraising Dominates Bleak Work Life," *Huffington Post*, January 8, 2013. [P]
- Alex Isenstadt, "GOP Frosh Come up Short on Cash," *Politico*, October 16, 2011. [P]

SHORT ASSIGNMENT 1 DUE 9/14 at 6pm

9/18-20: Reapportionment and Redistricting

- Davidson et al., pp. 43-62.
- Alan Abramowitz, et. al., "Don't Blame Redistricting for Uncompetitive Elections," *PS: Political Science and Politics*, 2006: 87-90. [P]
- Bernard Grofman. 2017. "The Supreme Court will examine partisan gerrymandering in 2017. That could change the voting map." *Washington Post*, January 17, 2017.

9/25: Representation: Race, Class, and Gender

- Michele Swers. 2002. The Difference Women Make: The Policy Impact of Women in Congress. Chicago: University of Chicago Press. Pp. 32-56. [P]
- Jane Mansbridge. "Should Blacks Represent Blacks and Women Represent Women?" *Journal of Politics*, 1999, pp. 628-657. [P]
- John Sides, "Social Status and How the Elected Vote," *New York Times Fivethirtyeight Blog*, September 12, 2011. http://fivethirtyeight.blogs.nytimes.com/2011/09/12/social-status-of-members-of-congress-shifts-policy-toward-rich/ [P]

FIRST MIDTERM 9/27

October 2: Interpreting Congressional Elections

- Davidson et al., Chapter 4.
- Gary Jacobson, "Referendum: The 2006 Midterm Congressional Elections," *Political Science Quarterly*, Spring 2007, pp. 1-24. [P]
- Vanessa Williamson, Theda Skocpol, and John Coggin. 2011. "The Tea Party and the Remaking of Republican Conservatism," *Perspectives on Politics*, March 2011, pp. 25-43. [P]

III. Congressional Organization: Parties and Committees

10/4: The Spatial Theory of Voting and Polarization

- Charles Stewart, *Analyzing Congress*, New York: Norton, 2001, REVIEW: pp. 3-14 and READ: 257-67. [P]
- Nolan McCarty, Keith Poole, and Howard Rosenthal, *Polarized America: The Dance of Ideology and Unequal Riches*. MIT Press, 2006, pp. 15-34. [P]

10/9-11: Party Leadership in Congress

- Davidson et al., Chapter 6.

10/16: The Revival of Party Government

- John H. Aldrich and David W. Rohde, "The Logic of Conditional Party Government: Revisiting the Electoral Connection," *Congress Reconsidered*, 7th edition, 2001, pp. 269-92. [P]
- Tim Alberta, "John Boehner Unchained" *Politico*, October 27, 2017 [P]

10/18: Polarization and the "Dysfunctional" Senate

- Davidson et al., Chapter 8.
- Barbara Sinclair. "Senate Parties and Party Leadership, 1960-2010," in *The U.S. Senate: From Deliberation to Dysfunction*, ed. By Burdett A. Loomis, pp. 85-109. [P]
- Sarah Binder. "Through the Looking Glass, Darkly: What Has Become of the Senate?" *Forum*, December 2011. [P]
- Huder, Joshua. 2017. "The Housification of the Upper Chamber." *Legbranch.com*. http://www.legbranch.com/theblog/2017/12/21/the-housification-of-the-upper-chamber-the-115th-senate-is-basically-unrecognizable

SHORT ASSIGNMENT 2 DUE 10/19 at 6pm

10/23: The Committee System

- Davidson et al., chapter 7.
- John H. Aldrich and David W. Rohde, "Congressional Committees in a Continuing Partisan Era," in Dodd and Oppenheimer, *Congress Reconsidered*, 9th ed., pp. 217-40. [P]
- Don Wolfensberger. "Weak Committees Empower the Partisans." *Roll Call*, November 8, 2011. [P]

IV. Congress and Policy-making

10/25: The Budget Process and Domestic Policy-Making

- Davidson et al., Chapter 14.
- Jackie Calmes and Jennifer Steinhauer, "As Sides Dig In, Panel on Deficit Has an Uphill Fight," *New York Times*, September 25, 2011. [P]
- Michael Tanner, "Aren't Republicans Supposed to Care About the Deficit?" *National Review*, November 1, 2017. [P]

SECOND MIDTERM 10/30

11/1: Legislating Together (and Apart): Congress and the President

- Davidson et al., chapter 10.
- Steven T. Dennis and Kathleen Hunter, "Divided Government Could Produce Deals," *Roll Call*, January 20, 2011. [P]
- Sarah A. Binder. "Elections and Congress's Governing Capacity," *Extensions*, Fall 2005. [P]

11/6-8: Congress and Foreign Policy

- Louis Fisher, *The Politics of Shared Power*, Texas A&M Press, 1998, chapter 6. [P]
- William G. Howell and Jon C. Pevehouse, "When Congress Stops Wars," *Foreign Affairs*, September / October 2007. [P]
- Louis Fisher and Ryan Hendrickson, "Congress at War," *Foreign Affairs*, May-June 2008 (Letter to editor in response to Howell and Pevehouse). [P]

11/13: Congress and the Bureaucracy
- Davidson et al., Chapter 11.
- Thomas E. Mann and Norman J. Ornstein, *The Broken Branch: How Congress is Failing America and How to Get it Back on Track*. Oxford University Press, 2006, Ch. 5, pp. 141-162. [P]

11/15: The Role of Organized Interests
- Davidson et al., Chapter 13.
- Richard L. Hall and Frank W. Wayman, "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees," in *The American Congress Reader*, Steven S. Smith, Jason M. Roberts, and Ryan J. Vander Wielen, eds., pp. 401-13. [P]

11/20: Group Presentations (volunteer)

11/29: The State of Congress: Evaluations and Reflections
- Davidson et al., Chapter 16.
- John R. Hibbing and Christopher Larimer, "The American Public's View of Congress," *The Forum*, vol. 6, July 2008. [P]
- David Mayhew, "Actions in the Public Sphere," in Sarah Binder and Paul Quirk, eds., *The Legislative Branch*, Oxford: Oxford University Press, 2005. [P]

GROUP ASSIGNMENT DUE 11/30 at 6pm

Exam
Tuesday, 12/4, 1pm-3:50