

# The U.S. Congress Coordination and Conflict

POSC 229 – Winter 2021  
Carleton College  
Tu-Th 10:20-12:05 p.m.  
Anderson Hall 036

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**Office Hours:** Mon. & Wed. 1:00 - 3:00 p.m. and by appt.

**Schedule Appointment:** [Click here to schedule Zoom office hours for winter term](#)

“Like a vast picture thronged with figures of equal prominence and crowded with elaborate and obtrusive details, Congress is hard to see satisfactorily and appreciatively at a single view and from a single stand-point. Its complicated forms and diversified structure confuse the vision, and conceal the system which underlies its composition. It is too complex to be understood without effort, without a careful and systematic process of analysis.”

– Woodrow Wilson, *Congressional Government*

## Course Description

How does Congress make public policy? What factors inhibit or enhance legislative productivity? Is the policymaking process too partisan? This course provides a comprehensive introduction to congressional organization and procedures, the policy process, and the core debates and theories surrounding legislative politics in the United States Congress. The path of policy within Congress is an incredibly complex and conflict-ridden coordination problem. As a class, we will explore how the underlying motivations to win office, produce policy, and gain prestige drive congressional member behaviors. We will also carefully consider the institutional details of the House and Senate that constrain these legislative actors and influence legislative outcomes.

## Notes

You are expected to read the entire syllabus at the beginning of the term. The syllabus should be referenced regularly throughout the term.

Please be aware that this syllabus contains hyperlinks. While you are encouraged to print out a hardcopy to read and reference through the term, you will also want to have an electronic version to easily access all external websites and resources.

## Hybrid Course Structure

- The first two weeks will be completely online. We will meet synchronously via Zoom.
- The following weeks' lectures will be mostly in-person, but we may meet via Zoom from time to time. You will be given advance notice if class will be held in a format outside of class.
- All office hours will be online via Zoom.
- We will have a Slack channel that will be used sometimes for class discussion and for quarantined individuals cannot engage in synchronous face-to-face discussion. You can find information about how to sign up for the Slack account on Moodle.

## Course Objectives

By the end of the course, you will be able to:

- Understand the incentive and institutional structures that shape national lawmaking in Congress.
- Track and communicate individual congressional members' ideological positions, policy proposals, and legislative effectiveness.
- Analyze legislative processes, critique policy content, and differentiate between substantive and symbolic legislative outputs (e.g., likelihood of bill passage).
- Use evidence and theories to analyze academic and popular press accounts of legislative proposals, processes, and products.

## Required Readings

Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2020. *Congress and its Members*, 17th edition. Washington, DC: CQ Press.

- Reading assignments will reference this book as *Congress and Its Members*.
- Other assigned readings will come from a variety of scholarly sources and research institutions and will be available on Moodle or through links embedded in the syllabus.

## Recommended Software

- If you have previous experience with the statistical program and language called R (or a comparable program like Stata), you are encouraged to apply and continue to grow these skills. If you have never worked with data in R, that is fine too. Experience with statistics and R is not required for this class. However, from time to time in class, I will conduct guided data exploration and analyses in R.
- Most R users run R through a separate user interface in which they manage R. For this class, we will be using RStudio, which I have found to be a relatively user friendly R editor, while preserving the flexibility and power of R programming.
- **Getting R:** <https://www.r-project.org/> – Go to download, choose a download site/mirror, select download appropriate for your OS (Mac, Windows, or Linux).

- **Getting R Studio:** <https://www.rstudio.com/products/rstudio/download/#download> – Download the open-source desktop version that associates with your OS.

## Course Requirements and Expectations

All assignments should be submitted electronically via Moodle by 10:00 p.m. on the assigned due date. It is your responsibility to make sure the file is not corrupted (you should be able to download and view the file after you upload it to Moodle). Corrupted files will be treated as though they are late until they are correctly uploaded. Your grade will be based on the following:

### Grading

Class Participation		10%	
Assignments		31%	
Monitor a Member: Roles and Goals Analysis Paper	10%		(Jan. 21)
Monitor a Member: Policy Process Analysis Paper	10%		(Feb. 18)
Monitor a Member: Presentation	6%		(Mar. 3)
Guest Speaker Preparation and Reflection	5%		(Feb. 3)
Reading Quizzes		14%	(ongoing)
Midterm		20%	(Feb 4)
Final		25%	(March 15)
<b>Total</b>		<b>100%</b>	

### Class Participation (Preparation, Attendance, Discussion and In-Class Activities) - 10%

Attendance is mandatory. Classes will contain in-class activities and discussions designed to teach you important concepts and skills. You are expected to come to class on time and regularly. If you need to miss class because of an emergency or illness, please send me an email before class starts. A pattern of unexcused absences will negatively impact your participation grade. If you are placed in social isolation or unable to come to class due to pro-longed illness, I will provide you with a lecture alternative and you will need to submit an alternative asynchronous participation activity on Slack (discussion prompt provided on request).

Number of Unexcused Absences	Penalty
2	Participation grade lowered by 1/3 (e.g., from B+ to B)
3	Participation grade lowered by full grade (e.g., from B+ to C+)
4	Participation grade lowered by two full grade (e.g., from B+ to D+)
5	Participation grade = 0
6	Automatic F for the class

If you do miss a class, you should first contact another student for notes before coming to see me during office hours.

To facilitate insightful and interesting discussions, you are required to complete the assigned readings *before* each class and contribute to class discussions. You are also encouraged to read the online news site, *Roll Call* at <https://www.rollcall.com/>. In class, I may use a randomly generated list to call on students during lectures to either summarize, analyze, or provide other insights regarding discussion points. This randomization of discussion has three goals: It will 1) help you develop verbal communication skills, 2) evenly distribute participation in class, and 3) provide incentives to read the assigned materials. While discussions will open with this randomized method, more organically produced follow-up responses are still expected to happen. As a result, discussion participation grades will be based on the objective randomized response check-list as well as a more comprehensive evaluation of your involvement in class discussions and activities.

## Monitor a Member Assignments - 26%

At the beginning of the class you will be randomly assigned an elected official who served during the 116th Congress (2019–2020) in the U.S. House of Representatives. You will use this member to anchor your research of congressional incentive structures, roles, and legislative behaviors to better understand and analyze the processes and policy of the U.S. Congress. In preparation for this assignment, you should read Congressional Research Service report R43434, “Policy and Legislative Research for Congressional Staff: Finding Documents, Analysis, News, and Training.”

- Due Jan. 21 (10%): In the first paper (at least 5 pages double-spaced), “Monitor a Member: Roles and Goals Analysis Paper,” you will use a range of sources to identify and describe the member’s background, electoral history, ideological position, constituency characteristics, and positions in Congress to assess their political and policy goals (reelection, policy, prestige). Using data from the 116th Congress, the paper will analyze whether the members’ committee assignments, party/leadership roles, informal congressional organization associations, and other roles align well with any of their electoral, policy, and prestige goals. Sources should be referenced using footnotes that include the link to the online resource where you found the information. Briefly describe the member’s age, past work experience, and other demographic or socioeconomic characteristics that might shape their representation and legislation style. Describe the member’s districts and key constituencies (district ideology, density, geography, key economic markets, etc.). Look through the member’s Twitter account, website, and district newsletters to get a sense for how the member attempts to strategically build their image and connection with constituents (Home Style). What issue areas are salient in the district (e.g., what were salient topics in the last election)? How vulnerable is the member? Does the member have extensive or little experience and seniority in the House? What was the member’s margin of win in the past election(s)? Who were the member’s major donors? What committee and subcommittee positions did the member hold? Did the member have any leadership positions? Is the member a part of any Congressional Member Organizations? All of your research on the member and district needs to ultimately address the question: Does the member’s behaviors in Congress reflect rational self-interest and reflect a member’s strategic efforts to achieve particular goals of reelection, policy production, or power/prestige advancement?

### GRADING

- An **A** report is insightful, detailed, and clearly structured with an introductory paragraph and thesis statement. A wide range of sources are used to paint a complete picture

of the member of Congress, data sources are referenced with footnotes, and the report provides the reader important insights regarding the congressional member's incentive structures and position in Congress. Grammar and sentence structure are almost entirely error free. Writing style is clear, engaging, and addresses most of the assignment prompts.

- A **B** report is good, demonstrates inferential thinking, but lacks clarity or contains some errors in presentation.
  - A **C** report merely summarizes the data and does not interpret or analyze the findings. Significant weakness in organization, sentence structure, word choice, presentation could also bring a grade that has some analysis down to a C.
  - A **D** contains major errors or omission in both content and structure.
- Due Feb. 18 (10%): In the second paper (at least 5 pages double-spaced), “Monitor a Member: Policy Process Analysis Paper” you will first analyze the overall member's legislative activity in the 116th Congress. How many bills did the member sponsor? Who did the member cosponsor with? Was the member a primary sponsor of a bill that was enacted? How productive was the member (e.g., activity in committee, number of bills sponsored, number of bills that received action in committee, number of bills that received action beyond committee, number of bills passing the House, number of bills becoming law, other)? What were the issue areas of bills sponsored by the member? Watch/read at least one hearing and floor speech in which the member participated. On the floor how did the member tend to vote? What topics did they speak or debate about? How would you describe the member's Hill Style? Does the member's legislative behaviors in Congress reflect a rational desire to achieve particular goals of reelection, policy, or prestige? In addition to the broader examination of the member as a lawmaker, this paper will provide a brief legislative history for a bill sponsored by the member that received action in committee and beyond. Summarize the content, hearings, committee reports, rules, and floor amendment/debates associated with the bill. What were the key points of contention? Was the member actively involved in the legislative processes or did other people play a more prominent roll? What rules or procedures were employed and why? Did the bill change dramatically over its life? Were any points of the legislative history strategically timed? How far did the bill advance in the post-House legislative process?

#### GRADING

- An **A** report is insightful, detailed, and clearly structured with an introductory paragraph and thesis statement. A wide range of sources are used to paint a complete picture of the congressional member's legislative behavior, data sources are referenced with footnotes, and the report provides the reader important insights regarding the congressional member's incentive structures and action in Congress. Legislative history is conducted for a bill that is clearly connected and relevant to the member. The legislative history provides a clear analysis of any obstacles and procedural decisions used to help or hinder the bill's progress. Grammar and sentence structure are almost entirely error free. Writing style is clear, engaging, and addresses most of the assignment prompts.
- A **B** report is good, demonstrates inferential thinking, but lacks clarity or contains some errors in presentation.
- A **C** report merely summarizes the data and does not interpret or analyze the findings. Significant weakness in organization, sentence structure, word choice, presentation could

also bring a grade that has some analysis down to a C.

- A **D** contains major errors or omission in both content and structure.
- Due Mar. 3 (6%): In this project you should present the key findings from your two case study reports. In the 10 minute presentation, you should visually and creatively to tell a story of the U.S. House lawmaking organization and process through the experiences of your assigned member of Congress. This project will be graded primarily on clarity of communication, creativity, and level of engagement produced by the presentation. You should incorporate at least one CSPAN video clip. You need to create something to accompany your presentation (e.g., memo, slides, video, interpretive dance, etc.).

#### GRADING

- An **A** presentation is engaging and easy to follow. The presentation highlights and presents the reports in a novel manner (does not simply regurgitate the papers). The supporting materials are creative and engaging. If slides are used, the slides support the presentation, are informative, but not overly wordy or distracting from the presentation.
- A **B** The presentation provides an accurate but not engaging picture of the case study.
- A **C** the presentation is dull, contains errors or vague information, and/or fails to provide any analysis.
- A **D** contains major errors or omission in both content and structure.

Each paper should draw on multiple sources to find information about your assigned member and their legislative histories. You should explore all and incorporate information from most of the following resources:

- Biographical Directory of the United States Congress
- House.gov
- ProQuest Congressional (access through Gould)
- Congress.gov
- GovTrack.us
- Voteview (Ideology/Nominate Scores)
- Vote Smart's Interest Group Ratings and Endorsements
- Ballotpedia
- OpenSecrets.org: Center For Responsive Politics
- Federal Election Commission
- Congressional Member Organizations (CMOs for the 116th Congress)
- CSPAN
- Center for Effective Lawmaking: Find Legislators
- American Ideology Project (district ideology estimates)
- DCInbox: Member of Congress E-newsletters
- Member's webpage and twitter account

### **Guest Speaker Preparation and Reflection - 5%**

On February 2, 2021 Mikayla Bodey, Senior Legislative Assistant and Julia Bartusek, Legislative and Communications Correspondent in the Office of Representative Angie Craig (MN CD 2) at the U.S. House of Representatives will be joining as guest speakers in a Zoom meeting from 10:30-11:30 am. In addition to joining the Zoom meeting, you are required to submit the following documents:

- (Submit in Advance) To prepare for this presentation, you are required to 1) research Angie Craig's legislative profile on GovTrack.us and 2) draft 2 questions about Craig's policy goals or actions and 2 questions about the broad legislative process in Congress.
- After the presentation, you will submit a 1 page (double-spaced) reflection response and the questions you submitted in advance and asked during the presentation. What did you learn from the presentation? Due the day after the presentation (February 3).

#### Grading

- **A Grade:** Questions and reflection are clearly written, demonstrate prior research, and reflect detailed note taking during the presentation.
- **B Grade:** Questions and reflection are not clearly written, demonstrate minimal prior research, or contain only vague references to the presentation.
- **C Grade:** Questions and reflection are not clearly written, demonstrate minimal prior research, and contain only vague references to the presentation.
- **D Grade:** Failed to submit one of the assignment components, or both of the components demonstrate little thought and engagement.

#### Reading Quizzes - 14%

Over the course of the term, you will complete 14 reading quizzes on Moodle. You can take the quiz as many times as you want and your highest score will be your final score. These quizzes are intended to help you process the readings and prepare for class and the Midterm and Final exams. I recommend you take the quiz before reading an assigned *Congress and its Members* chapter and then again after reading the chapter. Each quiz randomly pulls from a test bank so the quiz will be different every time you take it. You should take the quiz at least once before the class of the assigned reading, but you can continue to retake any quiz up to the last day of class.

#### Midterm- 20%

**DATE: Tuesday, February 4th**  
**LOCATION: In-person in Anderson Hall 036**

The exam will consist of true false, multiple choice, short answers, and an essay. It will include materials covered up to (and including) Lecture 8 (Decision Making in Congress).

#### Final - 25%

**DATE: Monday, March 15th from 3:30-6:00 p.m.**  
**LOCATION: In-person in Anderson Hall 036**

The exam will consist of true false, multiple choice, short answers, and an essay. The exam will be comprehensive and cover all of the material introduced in the class.

## Course Policies

### Grading Policies

A	93 or higher
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

### Late Work

Assignments are due by 10:00 p.m. on the deadline date indicated in the assignment. All written work should be submitted electronically on Moodle. Note that Moodle time stamps identify the minute of submission, so be sure to give yourself enough time and don't try to cut things too close. Any work submitted late (even by a minute) will face an automatic deduction of 4 percentage points (roughly equivalent to 1/3 letter grade) per 24 hours past the deadline. For example, if a 89% (B+) paper was submitted 1 minute late, it is automatically deducted to 85% (B). If the paper was submitted 24 hours late, the grade will be reduced by 6 points to 81% (B-), etc. Unless there are campus-wide issues, technological difficulties do not excuse late work. Always backup your work. I highly recommend storing your files on Dropbox. Do not expect any grace period with online submissions.

### Extensions

Being able to reliably meet deadlines is a very useful skill. Simply having a lot of work or having a schedule conflict is not grounds for an extension. Take the time at the beginning of the term and build a clear calendar of your respective deadlines and then plan ahead. If you have a conflicting event, find a way to get your assignment done in advance. Prioritize your learning. In the case of an emergency or serious conflict, I ask that you reach out to your student dean and have them contact me, and we will work to find an appropriate accommodation.

Because I understand the difficulties of juggling schedules and the fast pace of the Carleton term, I will allow you to have a 24-hour extension for only ONE assignment (does not apply to the final project or exams).

### Grade Complaints/Concerns

I will not receive grade complaints if more than one week has passed after the assignment has been returned to you. Before I review your grade you must first:



- Wait 24 hours (Technical problem dealing with errors in score calculations can be sent immediately).
- Schedule a time to meet with me to discuss your grade.
- Submit a formal appeal via email that clearly identifies content in the assignment and the reasons why you think your grade should be changed. Be clear that it is the an appeal in the subject heading. These appeals should refer to specific things in the assignment, and not to vague reasons like “I worked really hard.”

The second grade, whether higher or lower, will become your grade on the assignment.

### **Electronics in Class Policy**

If possible, I would like you to bring your own laptop (or mobile device) to class as we will often need to access the Internet for in-class activities. However, I expect you to be responsible in your use of electronic equipment: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. I would also recommend you read through the discussion (including comments), *Computers in the Classroom*, to think about the possible pros and cons of using computers in a classroom setting. Individuals who abuse this privilege will find their participation grade reduced. Please turn off all cell phones during class.

### **Academic Honesty**

You are expected to abide by fundamental standards of academic honesty. A discussion of plagiarism can be found at: <https://apps.carleton.edu/campus/doc/integrity/>. All work is expected to be your own. Cheating, plagiarism (using someone else’s words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources!

### **Accommodations for Students with Disabilities**

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact <mailto:disability@carleton.edu> or call Sam Thayer ('10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

You can learn more about other academic support available at:

<https://www.carleton.edu/asc/syllabusstatements/>

### **Coping with COVID-19 Plus**

- This is a stressful time for many so practice self care. Eat properly, get enough sleep, and take care of your physical and mental health.

- Let me know if you experience any technical problems or learning challenges and I will do my best to help.

Ways to reduce stress and cope with anxiety:

- Learning—connect to others through class; develop analytical skills/tools that might help you navigate complex and difficult situations.
- Talk to someone.
- Write in a journal or meditate.
- Light exercise. Go for a walk, do some yoga, stretching. I personally have found jogging in place while watching an episode of the *Great British Baking Show* almost always helps!
- Take deep breaths.
- Use the “five senses” method if you are panicking (name five things you can see, hear, smell, and/or taste).

Where can I get help when I need it?

- Carleton Student Health: <https://apps.carleton.edu/studenthealth/>
- Office of Health Promotion: <https://www.carleton.edu/health-promotion/>
- Carleton Announcements: <https://www.carleton.edu/disease-updates/coronavirus/>

## Online Resources

Carleton Resources

- Gould Library: Government Documents and Information - Congress Guide: <https://gouldguides.carleton.edu/>
- Carleton Quantitative Resource Center: <https://www.carleton.edu/quantitative-resource-center/>
- Carleton Writing Center: <https://apps.carleton.edu/writing-center/>
- Chicago Manual of Style Online: <https://www.chicagomanualofstyle.org/book/ed17/frontmatter/toc.html>
- Gould Library Citation Managers: <https://gouldguides.carleton.edu/citation> (Zotero Recommended)

Congressional Member and Legislation Resources

- Biographical Directory of the United States Congress
- House.gov
- ProQuest Congressional (access through Gould)
- Congress.gov
- GovTrack.us
- Voteview (Ideology/Nominate Scores)
- Vote Smart’s Interest Group Ratings and Endorsements
- Ballotpedia
- OpenSecrets.org: Center For Responsive Politics
- Federal Election Commission
- Congressional Member Organizations (CMOs for the 116th Congress)
- CSPAN
- Center for Effective Lawmaking: Find Legislators
- DCInbox: Member of Congress E-newsletters

- Think Tanks

#### Other Congressional Datasets

- **Congressional Data in R:** <http://congressdata.joshuamccrain.com/index.html> 1) An overview of available data and R packages for researchers, instructors, practitioners, and policymakers interested in Congress; and 2) A series of R tutorials centered on using these data, including joining/merging, cleaning, visualization, and modeling.
- **Congressional Record:** <https://www.congress.gov/congressional-record>
- **Center for American Politics and Public Policy- University of Washington, Legislation Tracker:**  
<http://www.legex.org/>
- **Congressional Research Service Reports:**  
<https://crsreports.congress.gov/search/#/?termsToSearch=&orderBy=Date>
- **Internet Archive Wayback Machine:** <https://archive.org/web/> Find archived websites of political parties, candidates, or party organizations.
- **National Annenberg Election Survey Data Sets** (NAES 2000, 2004, 2008), Institutions of Democracy Data Sets (IOD), <https://www.annenbergpublicpolicycenter.org/data-access/>: Trust in institutions (Supreme Court 2011; Congress 2005) political knowledge
- **Cooperative Congressional Election Study (CCES)** <https://cces.gov.harvard.edu/>: PUBLIC OPINION SURVEY DATA 2006-2018 survey of 50,000 people in the U.S. pre and post election waves in elections years and a single wave in the fall of non-election years. Common Content questions have such a large sample size, state-level or sub-group analysis is more feasible. Common content variables asked across every year include geography, demographics, validation of registration and turnout, partisan identity, retrospect economic evaluations, news interest, elected leader approval, presidential vote, house, senate and governor vote.
- **American Legislatures** (Shor & McCarty) <https://americanlegislatures.com/data/>: Measures ideology of individual state legislators and state legislatures as a whole, 1993-2016.
- **PIPC Roll Call Dataset** (Rhode and Crespin) <http://www.ou.edu/carlalbertcenter/research/pipc-votes>: HOUSE: Computer coded 101st Congress to present. 83rd Congress to 100th Congress hand-coded. SENATE: 91st to present. Data gathered nightly. Includes roll call type (e.g., amendment, final passage, moving the previous question) and a range of other variables for each roll call (issue area, vote totals, presidential positions for some years, etc.)
- **Congressional Record 43-114 Congresses: Parsed Speeches and Phrase Counts** (Gentzkow, Shapiro, and Taddy) [https://data.stanford.edu/congress\\_text](https://data.stanford.edu/congress_text):
- **NOMINATE/Voteview.com** (Lewis, Poole, Rosenthal, Boche, Rudkin, and Sonnet) <https://voteview.com/data>: Data on member ideology, congressional votes, member votes, and congressional parties. Ancillary data on attendance, issue codes, party loyalty, presidential support scores.
- **Current Congress Ideological Positions: VoteView** – <https://voteview.com/congress/senate>
- **CQ Interest Group Voting Records Data**  
<https://library.cqpress.com/uspoliticalstats/hub.php?id=2>: American Civil Liberties Union, American Conservation Union, American Security Council, Americans for Democratic Action, Chamber of Commerce of the United States, Committee on Political Education of the AFL-CIO, Consumer Federation of America, League of Conservation Voters, National Education Association, National Taxpayers Union.
- **Database on Ideology, Money in Politics, and Elections (DIME)** (Bonica)

<https://web.stanford.edu/~bonica/data.html>: Using a common-space scaling methodology, ideological scores for a wide range of political actors in state and federal politics is calculated –CFscores. Contains other data too–voting records, fundraising statistics, election outcomes, gender, etc although the data quality varies. Also see <https://data.stanford.edu/dime> and <https://data.stanford.edu/dime-plus>

- **American Ideology Project** (Tausanovitch & Warshaw) <http://www.americanideologyproject.com/>: Includes congressional district and state-level ideology estimates for 2000 and 2010.
- **Harvard Dataverse** <https://dataverse.harvard.edu/> → Social Sciences: Incredible repository of code and replication data.

# Course Reading Schedule

## Lecture 1 (Tu. Jan. 5): Introductions, Broad Themes, and Logistics

- *Congress and Its Members*: CH 1 “The Two Congresses”

## Lecture 2 (Th. Jan. 7): Congressional Member Goals and Preferences

- *Congress and Its Members*: CH 5 “Being There: Hill Styles and Home Styles”
- Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.
  - Notes: Be sure to closely read pp. 49–73.
  - Main Questions: What is the primary motivation of members of Congress? What are three things members of Congress do to achieve their goal(s)?

## Lecture 3 (Tu. Jan. 12): Historical and Constitutional Foundations of Congress

- Listen to Election Law Blog (ELB) Podcast featuring *Congress’s Constitution: Legislative Authority and the Separation of Powers* written by Josh Chafetz of Cornell Law School
- Browse Annotated Constitution: Article I
  - Create two Congress/Constitution trivia questions (e.g., a new fact you learned from reading one of the annotations in Article I) to pose to the rest of the class.
  - Enter the questions in this Google Doc. and email the question and answer to Melanie.

## Lecture 4 (Th. Jan. 14): Historical and Constitutional Foundations of Congress

- *Congress and Its Members*: CH 2 “Evolution of the Modern Congress”
- Watch a recent CSPAN Congressional Exit Interview.
  - Use the transcript to find and focus on parts of the interview that provide insights on how congressional institutions or member incentives and context have changed over time.
  - How might incoming freshmen legislators’ experiences differ from retiring legislators’ experiences?

## Lecture 5 (Tu. Jan. 19): Political Parties and Congress

- *Congress and Its Members*: CH 6 “Parties and Leaders in Congress”

## Lecture 6 (Th. Jan. 21): Committees in Congress

- *Congress and Its Members*: CH 7 “Committees: Workshops of Congress”

## Lecture 7 (Tu. Jan. 26): Legislative Process and Rules, Part I

- *Congress and Its Members*: CH 8 “Congressional Rules and Procedures”
- What is the Senate filibuster, and what would it take to eliminate it? by Molly Reynolds at *Brookings*
- Browse GovTrack’s regularly updated Congressional Procedures, Rules and Norms

## Lecture 8 (Th. Jan. 28): Legislative Process and Rules, Part II

- *Congress and Its Members*: CH 9 “Decision Making in Congress”
- In-Class: Rolling Logs Game (See Moodle for Game Rules)

### **Lecture 9 (Tu. Feb. 2): Guest Speaker**

- Mikayla Bodey, Senior Legislative Assistant and Julia Bartusek, Legislative and Communications Correspondent in the Office of Representative Angie Craig (MN CD 2) at the U.S. House of Representatives will be joining as guest speakers in a Zoom meeting from 10:30-11:30 am.
- Representative Angie Craig’s legislative profile on GovTrack.us
- Congressional Staffers’ Job Satisfaction, Career Trajectories and Compensation produced by think tank, *New America*

### **Lecture 10 (Th. Feb. 4): MIDTERM**

- LOCATION: In-person in Anderson Hall 036
- The exam will consist of true false, multiple choice, short answers, and an essay. It will include materials covered up to (and including) Lecture 8 (Decision Making in Congress).

### **Lecture 11 (Tu. Feb. 9): Congressional Lawmaking and the President**

- *Congress and Its Members*: CH 10 “Congress and the President”
- Presidential Vetoes compiled by *The American Presidency Project* at UC Santa Barbara

### **Lecture 12 (Th. Feb. 11): Congressional Lawmaking and the Bureaucracy**

- *Congress and Its Members*: CH 11 “Congress and the Bureaucracy”
- Recent and Forthcoming Environmental Rules and Guidance Could Be Reversed Under Congressional Review Act: Three Steps for Stakeholders to Consider from the *National Law Review*
- Browse Tracking deregulation in the Trump era Interactive site produced by *Brookings*

### **Lecture 13 (Tu. Feb. 16): Congressional Lawmaking and the Courts**

- *Congress and Its Members*: CH 12 “Congress and the Courts”

### **Lecture 14 (Th. Feb. 18): Interest Groups and the Legislative Process**

- *Congress and Its Members*: CH 13 “Congress and Organized Interests”
- Browse Lobbying data compiled by the Center for Responsive Politics at OpenSecrets.org

### **Lecture 15 (Tu. Feb. 23): Domestic Policy**

- *Congress and Its Members*: CH 14 “Congress, Budgets, and Domestic Policy Making”
- Find a more recent article on the state of Earmarks in the House. If you cannot find one read this: Hoyer: Earmarks are likely coming back next year article by *Roll Call*
- Read a White Paper dealing with Earmark Reform. You can choose one of the following or find your own. If possible, try to identify the ideological leaning of the reports’ originating institution.
  - Exit Earmarks, Enter Lettermarks White Paper by *RStreet*
  - Earmark-related White Papers by *Congressional Institute*
  - Congress in 2019: Why the first branch should bring back earmarks by *Brookings*

**Lecture 16 (Th. Feb. 25): Foreign Policy**

- *Congress and Its Members*: CH 15 “Congress and National Security Policies”

**Lecture 17 (Tu. Mar. 2): Legislative Effectiveness and Partisan Policy Outputs**

- *Congress and Its Members*: CH 16 “The Two Congresses and American People”
- Frances Lee’s The Limits of Party and Slides

**Lecture 18 (Th. Mar. 4): PRESENTATIONS**

- Case Study Presentations

**Lecture 19 (Tu. Mar. 9): PRESENTATIONS**

- Case Study Presentations