

George Washington University, Graduate School of Political Management  
Master of Arts in Legislative Affairs  
**PSC 218 --- LEGISLATIVE POLITICS**

**Jennifer Palmer**

Adjunct Professor

Office Hours: By Appointment

Phone: 202-358-0035 (*office*)

E-mail: [Jennifer.palmer-1@nasa.gov](mailto:Jennifer.palmer-1@nasa.gov)

**Course Description**

This course meets on Wednesdays from 6-8 p.m. in the Hall of States.

The course provides a thorough grounding in the organization, powers and politics of the U.S. Congress. As one of the required course in the MLA program, it examines major issues in U.S. congressional history and legislative organization. It analyzes the theory, structure and process of the U.S. Congress as an institution unto itself. It analyzes Congress based on structural and historical differences between the House and Senate; the impact of rules on legislative evolution; individual and collective decision making and the means by which Congress exerts influence on public policy; party and committee activities; interest-group activities; member-constituency relations; and executive-legislative relations.

**Class Expectations**

This is a graduate level course and will be treated as such. Classroom lectures will be limited and class participation is strongly encouraged, especially since your grade depends on it. Weekly reading loads will vary, but can be upwards of 150 pages a week and much of it will include academic theory. That said, most weekly reading assignments also include a variety of main-stream articles about Congress and its Members, which helps to provide an additional – and important -- way to analyze Congress, the institution. Three papers will be required in this class, in addition to weekly written summaries and analyses of class reading assignments. We have a lot to cover in this course, so it is imperative that you keep up with the readings!

Students are expected to keep abreast of political happenings in the U.S. Government, particularly in Congress by reading daily newspapers, blogs etc. Each class will begin with a discussion of current events.

You must obtain a GWU student ID before the fourth class in order to access the campus library. Students are expected to utilize library resources for class papers in addition to utilizing online resources.

Cheating of any kind – including misrepresenting your own work; taking credit for the work of others without crediting them; and/or fabricating information – will not be tolerated and will be dealt with severely. Please refer to the GSPM Student Handbook and the GWU Student Guide to Rights and Responsibilities for more information about proper and improper academic conduct.

I realize that many of you have full-time jobs during the day, as do I. You are responsible for attending each lesson, but I realize infrequent, unavoidable absences due to work or illness may occur. If that happens, please let me know ahead of time, and I will do the same for you in the extremely rare case that I am unable to attend class on a given week.

## Grades

This class does not include exams, so your grade is almost entirely dependant on your ability to effectively analyze complex ideas, generate and support new theories and write persuasively and authoritatively.

The grading curve for this class is steep. An “A” equates to near perfection. A “B” or “B+” indicates that you have adequately completed the basic assignment for a graduate-level class. Grades less than a “B” indicate a need for significant improvement because the work falls short of graduate school requirements.

I reserve the right to raise or lower a student’s grade based on class participation, academic progress made by the student over the semester and/or late submission of assignments.

I will not offer “incomplete” grades to any student who fails turn in the papers by the end of the term except for extreme hardship cases, as pre-approved by the professor. Late submission of any paper will result in an automatic grade reduction at the rate of one full letter grade per week. This is a graduate level course, so anything below a C is an F. Any paper submitted after the last day of the course will receive an automatic F. So do not procrastinate; start working early!

## Writing Requirements

You will be required to complete three papers (two short papers each worth 15 percent of your grade and one term paper worth 55 percent of your grade.) The other 15 percent of your grade will be judged based on class participation and completion of weekly one-page assessments of each week’s reading marked by an asterisk (\*) on the class schedule.

All papers must be in 11 or 12 pt Times New Roman font with one-inch margins. The weekly papers can be single spaced, but all other papers must be double spaced. End notes and the Chicago Manual of Style format are preferred. Grammar, spelling and punctuation errors will negatively impact your grade.

Please submit short papers and term papers to the professor in hard-copy and also saved on a CD-ROM. Please use the same CD-ROM for all papers. Note: the CD-ROM will not be returned at the end of class and will be kept on file for three years. The weekly papers should be submitted in hard copy.

### **Class Participation / Weekly one-pagers: (GRADE VALUE: 15 percent)**

Briefly summarize the class readings in a paragraph and then offer your analysis of the readings. How do the readings mesh with this course? How do the readings link together? What is their common theme? What do the readings mean for us today? Should we read them or is there something else we should read? Do not be afraid to criticize the authors as long as you can make a reasonable and well-supported argument for another point of view.

### **Short-paper #1: (GRADE VALUE: 15 percent)**

You are required to attend a congressional hearing during the 110<sup>th</sup> Congress and write a short paper (4-6 pages) analyzing the hearing process and its outcome, while also relating what you observed to class readings about House/Senate Committees. You should offer an educated prediction about the outcome of the bill or issue being debated for the 110<sup>th</sup> Congress. If you cannot attend a hearing in person, you can watch a hearing on CSPAN or online via a committee’s Web site. Make sure to provide a concise summary of the hearing in addition to an analysis of the hearing and its outcome.

### **Short-paper #2: (GRADE VALUE: 15 percent)**

You are required to observe at least two hours of congressional floor debate during the 110<sup>th</sup> Congress and write a short paper (4-6 pages) analyzing the floor proceedings and their outcome and also relating what you observed to class readings about House/Senate floor procedures. You should offer an educated prediction about the outcome of the bill or issue being debated for the 110<sup>th</sup> Congress. You must observe a bill(s) being debated during regular order. Member one-minute or five-minute speeches do not count. While you are welcome to observe proceedings from the House or Senate galleries, please note that it is against the law for the public to write anything down or record anything said on the floor while in the gallery; only credentialed press have permission to do so when they sit in the press box. Therefore, it is probably better that you watch the debate on CSPAN. Make sure to provide a concise summary of the bill(s) you observed being debated on the floor in addition to an analysis of the floor proceedings and their legislative outcome.

**Term Paper: (GRADE VALUE: 50 percent -- plus 5 percent for class presentation)**

You have full and free rein to choose any topic that relates to the class theme of “Legislative Politics” so choose something that will interest you. The paper should be 20-25 pages long. While it is important to develop the historical context of the issue in your paper, this is not a history course so the paper’s focus should be on the current state of relations with a particular topic. The format for the paper is simple: Define an issue or problem that Congress has devoted attention to; examine the issue in some depth including current and past reform attempts; examine the role that Congress, the institution, has had on the issue; and offer a solution or predicted outcome for the topic of discussion. Your paper might follow this format:

- *Topic: Statement of the problem/issue.*
- *Background: Source of the problem. Contending views. Previous efforts to reform and an analysis of the players, both congressional and public.*
- *Options: Previously attempted options for congressional reform (or other reform such as judicial) that were not successful. Options currently under debate.*
- *Evaluation of Options: Who are the players pushing reform today? How can they use congressional procedures or practices to secure reform? How do they build a coalition? Is congressional oversight an effective option?*
- *Recommendation: How do you measure success in terms of reform? Is it all about passing legislation or more about influencing public debate?*

Students will be required to submit a term-paper proposal midway through the class schedule. Students also will present a 10-minute summary of their paper to the class. Success or failure in the presentation will be taken into account as part of the term paper grade. **(GRADE VALUE: 5 percent)**

**Required Texts      Make sure you order the correct edition!**

- Davidson, Roger, and Walter Oleszek. 2007. *Congress and Its Members*. 11<sup>th</sup> ed. Washington D.C.: CQ Press.
- Dodd, Lawrence, and Bruce Oppenheimer (eds). 2005. *Congress Reconsidered*. 8<sup>th</sup> ed. Washington D.C.: CQ Press.
- Mayhew, David. 2004. *Congress: The Electoral Connection*. New Haven: Yale University/Press.
- Oleszek, Walter. 2007. *Congressional Procedures and the Policy Process*. 7<sup>th</sup> ed. Washington D.C.: CQ Press.
- Sinclair, Barbara. 2007. *Unorthodox Lawmaking*. 3<sup>rd</sup> ed. Washington D.C.: CQ Press.
- Thurber, James. 2005. *Rivals for Power*. 3<sup>rd</sup> ed. Lanham, MD: Rowman & Littlefield Publishers Inc.

## Electronic Resources

Web-based, required readings are noted on the weekly class schedule. Nearly all are available via JSTOR. Others such as Congressional Research Service reports and CQ articles will be posted by the professor online. **Please log online weekly to check class readings because most articles are hyperlinked on our class Web site on “Blackboard.”**

In addition, students should become familiar with the congressional resources found on the following sites and should reference them in coursework:

- **Congressional Research Service Reports** are not available to the general public. However, thousands of the reports are accessible via this non-government Web site, which advocates for the public posting of all CRS reports: <http://opencrs.cdt.org>. The House Rules Committee also posts CRS reports relating to congressional procedures at: [www.rules.house.gov/archives/crs\\_reports.htm](http://www.rules.house.gov/archives/crs_reports.htm).
- **GPO Access:** Online gateway to many congressional documents, including the Congressional Record, Committee Reports, Legislation, Public Laws etc.: [www.access.gpo.gov](http://www.access.gpo.gov)
- **House Rules Committee:** Review classes offered as part of the Parliamentary Outreach Program (link located in left menu bar). All parliamentary class syllabi are hyperlinked and reviewable online: [www.house.gov/rules](http://www.house.gov/rules). You should become somewhat familiar with the topics listed under “Continuity of Congress” in the center section of the Web page, such as “Resolving Differences Between the House and the Senate” and “General Parliamentary Procedure.”
- **Joint Committee on the Organization of Congress** issued a report in November 1993 that was the first comprehensive and bipartisan examination of Congress, the institution, in 47 years. The committee held dozens of hearings, organized symposia, conducted surveys, contracted outside studies and consulted with many congressional experts before issuing its report. In the end, the committee compiled the largest informational database ever assembled on the problems with the institution and options for reforming Congress. Many of the proposals discussed by the committee became the foundation of the sweeping reforms enacted by the House in January 1995: <http://www.rules.house.gov/archives/JointComm.htm>.
- **JSTOR:** This is a non-profit organization that scans and stores the text of major American academic journals online. GWU students have access to JSTOR and you will find several required class readings on JSTOR: [www.jstor.org/jstor](http://www.jstor.org/jstor).
- **See CRS report by Audrey Celeste Crane Hirsch** listed in lesson four for multiple reference materials available in public libraries and online. [Excellent sources for your research papers.](#)
- **Senate Rules Committee:** Committee purpose and jurisdiction. Also an online text of Senate rules and procedure: [rules.senate.gov](http://rules.senate.gov).
- **Thomas:** This Library of Congress Web site also offers access to congressional documents: [Thomas.loc.gov](http://Thomas.loc.gov).
- **U.S. House of Representatives:** Gain access to committee Web sites and Leadership offices via this homepage: [www.house.gov](http://www.house.gov).
- **U.S. Senate:** Gain access to committee Web sites and Leadership offices via this homepage: [www.senate.gov](http://www.senate.gov).

Class Schedule

<u>WEEK</u>	<u>TOPIC</u>	<u>READINGS</u>
	<b>SECTION I: Congress, the institution</b>	
<b>1</b> Sept. 5	<b>Class introduction and refresher course about House vs. Senate</b> <ul style="list-style-type: none"> <li>➤ Class overview and class expectations. Discussion about how to read and write critically in a graduate-level course.</li> <li>➤ Basic structural differences between House and Senate. Legislative powers unique to each.</li> <li>➤ What is the Congressional Record?</li> <li>➤ What is the Committee of the Whole?</li> </ul>	<b>In-class handout about how to think critically and write effectively</b>  <b>Handout about using the Congressional Record</b>
<b>2</b> Sept. 12	<b>The evolution of Congress – Part I *</b> <ul style="list-style-type: none"> <li>➤ Before there was a U.S. Congress ...</li> <li>➤ Differences between the House and Senate</li> <li>➤ Congress, the institution. What does that mean?</li> <li>➤ Theories of legislative organization: distributive, pivotal voter, conditional etc.</li> <li>➤ Historical development of rules, norms and customs in the U.S. Congress</li> <li>➤ 1946 and 1970 Legislative Reorganization Acts</li> <li>➤ House modern reforms: 104<sup>th</sup> Congress</li> <li>➤ Senate modern reforms: 1995 Senate Working Group and the 107<sup>th</sup> Congress.</li> <li>➤ 2003 Joint Committee on the Reorganization of Congress</li> </ul>	<b>Articles of Confederation</b> <b>The Annapolis Convention</b> <b>Northwest Ordinance of 1787</b> <b>U.S. Constitution: Article I</b>  <b>Davidson: 1-2</b> <b>Dodd: 2</b> <b>Sinclair: pg. 108-112</b>  <b>Nelson Polsby</b> , “The Institutionalization of the U.S. House of Representatives,” <i>American Political Science Review</i> 62 (1968), 144-68.  <b>Joseph Cooper and Cheryl Young</b> , “Bill Introduction in the Nineteenth Century: A Study of Institutional Change,” <i>Legislative Studies Quarterly</i> 14 (1981) 67-105.  <b>Judy Schneider, Christopher Davis and Betsy Palmer</b> , “Reorganization of the House of Representatives: Modern Reform Efforts,” <i>Congressional Research Service</i> (2003).  <b>John Aldrich and David Rohde</b> , “The Transition to Republican Rule in the House: Implications for Theories of Congressional Politics,” <i>Political Science Quarterly</i> 112 (1997-1998) 541-567.  <b>Judy Schneider, Colton Campbell and Betsy Palmer</b> , “Reorganization of the Senate: Modern Reform Efforts,” <i>Congressional Research Service</i> (2003).  <b>Elizabeth Rybicki</b> , “Senate Organization in the 107 <sup>th</sup> Congress: Agreements Reached in a Closely Divided Senate,” <i>Congressional Research Service</i> (2006).

		<p><b>2003 Joint Committee on the Organization of Congress:</b> Read the Executive Summary, the Section-by-Section Summary of the Legislative Draft, the Summary of Final Action and the Supplemental Views. Skim other sections.</p>
<p><b>3</b> <b>Sept. 19</b></p>	<p><b>The evolution of Congress: Part II *</b></p> <ul style="list-style-type: none"> <li>➤ Conditional party leadership.</li> <li>➤ Unified government vs. divided government. Which is better?</li> <li>➤ Polarized politics and party extremes, yet needing to govern to the middle for re-election. “Governing by election.”</li> <li>➤ Plagued by bad news, scandals and low public confidence. Public polls: Do they matter?</li> <li>➤ 2007 ethics and lobbying procedural changes.</li> </ul>	<p><b>Oleszek:</b> 1 and 10 <b>Sinclair:</b> pg. 112-138</p> <p><b>John Coleman</b>, “Unified Government, Divided Government and Party Responsiveness,” <i>American Political Science Review</i> 93 (1999), 821-35.</p> <p><b>Jason Roberts and Steven Smith</b>, “Procedural Contexts, Party Strategy and Conditional Party Voting in the U.S. House of Representatives, 1971-2000,” <i>American Journal of Political Science Review</i> 47 (2003) 305-17.</p> <p><b>Pietro Nivola</b>, “Thinking About Political Polarization”, <i>The Brookings Institution</i>, Policy Brief #139 (2005), 1-8.</p> <p><b>Richard Walker</b>, “(Executive Summary) Political Polarization – a Dispatch from the Scholarly Front Lines,” <i>The Brookings Institution</i>, (2006).</p> <p><b>CNN/Gallop Poll surveying people’s opinions about the parties and Congress (June 22-24, 2007).</b> Also review archived polls on <a href="http://www.cnn.com">www.cnn.com</a>.</p> <p><b>H.Res. 6:</b> House Rules of the 110<sup>th</sup> Congress</p> <p><b>S. 1:</b> The Legislative Transparency and Accountability Act of 2007</p>
<p><b>SECTION II: Congress Today</b></p>		
<p><b>4</b> <b>Sept. 26</b></p>	<p><b>Campaigns: Getting elected and staying elected*</b></p> <ul style="list-style-type: none"> <li>➤ Who are the Members of the 110<sup>th</sup> Congress?</li> <li>➤ Recruitment and candidacy for Congress</li> <li>➤ Seeking higher office: to resign from Congress or not resign? Which is better?</li> <li>➤ The electoral game: the money game</li> <li>➤ Staying elected: making good policy; the constituency connection; running an effective and influential congressional office; and hiring good and loyal staff.</li> <li>➤ What resources are available to Members in their quest to make good policy? What</li> </ul>	<p style="text-align: center;"><b><u>CLASS MEETS AT GELMAN LIBRARY –</u></b> <b><u>You must have a GWU ID to enter.</u></b></p> <p><b>Note, class may slightly exceed the two-hour period.</b></p> <p><b>Davidson:</b> 3-5 <b>Dodd:</b> 4-7 <b>Mayhew:</b> All of it</p> <p><b>Mildred Amer</b>, “Membership of the 110<sup>th</sup> Congress: A Profile,” <i>Congressional Research Service</i> (2006).</p> <p><b>Sen. Bob Dole</b>, “I Have Done it the Hard Way,” Resignation Speech from the U.S. Senate (1996). Available in print <a href="#">here</a> or via video at <a href="http://www.bobdole.org/tv">www.bobdole.org/tv</a>.</p> <p><b>Sen. Barack Obama announces his candidacy for</b></p>

	<p>is the Congressional Research Service?          What is the CBO? Who can order a GAO report? What is the Library of Congress?</p>	<p><b>President</b>, <i>You Tube</i> (Feb. 10, 2007).</p> <p><b>Joseph Cantor</b>, “Campaign Finance,” <i>Congressional Research Service</i> (2006).</p> <p><b>Barbara Sinclair</b>, “An Effective Congress and Effective Members: What Does It take?” <i>Political Science and Politics</i> 29 (1996), 435-439.</p> <p><b>Congressional Management Foundation</b> articles at <a href="http://www.cmfweb.org">www.cmfweb.org</a>. Under topics, review: “Freshman Resource Center,” “Casework” and “Making Technology Work for You.”</p> <p><b>Review House Members handbook available at</b> <a href="http://cha.house.gov">http://cha.house.gov</a>.</p> <p><b>Audrey Celeste Crane Hirsch</b>, “Congressional Resources in the CRS Research Centers and the La Follete Congressional Reading Room,” <i>Congressional Research Service</i>, (2007). NOTE – This contains an excellent list of sources for papers etc. Many of these sources can be obtained at Gleman Library.</p> <p><b>Review the following Websites:</b> <a href="http://www.cbo.gov">www.cbo.gov</a> and <a href="http://www.gao.gov/">www.gao.gov/</a></p>
<p><b>5</b> <b>Oct. 3</b></p>	<p><b>Influences on Congress: Internal and external *</b></p> <ul style="list-style-type: none"> <li>➤ The party</li> <li>➤ The President</li> <li>➤ Staff</li> <li>➤ Constituents</li> <li>➤ The media</li> <li>➤ Interest groups and lobbyists</li> <li>➤ Lobbying Disclosure Act of 1995: Did it fail?</li> <li>➤ Are the 2006/2007 lobbying reform/ethics changes in Congress working? Why didn't a more robust change get made in 2006? Who wins and who loses with reforms?</li> <li>➤ What is the common theme of the ethics/criminal cases against Members now?</li> </ul> <p style="text-align: center;"><b>GUEST SPEAKER(S)</b></p>	<p><b>Davidson:</b> 13  <b>Dodd:</b> 3, 16  <b>Thurber:</b> 1-5</p> <p><b>Steven Smith</b>, “Positive Theories of Congressional Parties,” <i>Legislative Studies Quarterly</i> 25 (2000), 193-215.</p> <p><b>“Communications with Congress: How Capitol Hill is Coping With the Surge in Citizen Advocacy,”</b> <i>Congressional Management Foundation</i> (2005).</p> <p><b>Beth Leech, Frank Baumgartner, Timothy La Pira and Nicholas Semenko</b>, “Drawing Lobbyists to Washington: Government Activity and the Demand for Advocacy,” <i>Political Research Quarterly</i> 58 (2005), 19-30.</p> <p><b>Lobbying Disclosure Act of 1995 (PL-104-65)</b></p> <p><b>R. Eric Peterson</b>, “Lobbying Disclosure: Themes and Issues, 110<sup>th</sup> Congress,” <i>Congressional Research Service</i>, 2007.</p> <p><b>S. 1 Lobbying Disclosure and Transparency Act of 2007</b></p> <p><b>Review select documents from criminal/ethics cases against Members and lobbyists :</b> Jack Abramoff,</p>

		<p>Rep. William Jefferson, former Rep. Tom DeLay, former Rep. Bob Ney and former Rep. Duke Cunningham.</p> <p><b>“2006 Legislative Summary: Lobbying Rules,”</b> Congressional Research Service (2006), 3341.</p> <p><b>Alan Ota</b>, “Democratic Foot in Revolving Door,” <i>CQ Weekly</i> (2007) 1900.</p> <p><b>“The 195 Former Members Who Are Lobbying,”</b> <i>CQ Weekly</i> (June 25, 2007).</p> <p><b>Alan Ota and Bart Jansen</b>, “Lobbying Disclosure Bill Cleared,” <i>CQ Weekly</i> (2007) 2366.</p> <p><b>Martin Kady II</b>, “Keeping Grass-Roots Lobbying Under Wraps,” <i>CQ Weekly</i>, (2007) 877.</p>
<p><b>6</b> <b>Oct. 10</b></p>	<p><b>How does Congress exert influence? *</b></p> <ul style="list-style-type: none"> <li>➤ Deliberation in Congress and introducing and passing legislation. Different types of legislation</li> <li>➤ Oversight of the executive branch</li> <li>➤ Influencing other Members: Dear Colleagues, floor speeches, conversations etc.</li> <li>➤ Setting the agenda / influencing public opinion: newsletters, press releases, media interviews, speeches.</li> <li>➤ Agenda setting: Case study -- The 1994 GOP’s Contract with America vs. the 2006 Democrats’ First 100 Hour Pledge. Were they successful?</li> <li>➤ Domestic policymaking and the garbage can theory</li> </ul>	<p style="text-align: center;"><b><u>Term paper proposals due</u></b></p> <p><b>Davidson:</b> 11, pg. 417-428 <b>Dodd:</b> 9 <b>Oleszek:</b> 9</p> <p><b>Stephen Frantzich</b>, “Communications and Congress,” <i>Proceedings of the Academy of Political Science</i> 34 (1982) 88-101</p> <p><b>Daniel Lipinski</b>, “The Effect of Messages Communicated by Members of Congress: The Impact of Publicizing Votes,” <i>Legislative Studies Quarterly</i> 26 (2001), 81-100.</p> <p><b>“2006 Golden Mouse Report,”</b> <i>Congressional Management Foundation</i> (2006). <u>Scan through report, paying particular attention to Chapters 1-4.</u></p> <p><b>Thomas Mann and Norman Ornstein</b>, “The Hill is Alive With the Sound of Hearings,” <i>Foreign Affairs</i> (2007).</p> <p><b>Fredrick Kaiser</b>, “Congressional Oversight,” <i>Congressional Research Service</i> (2006).</p> <p><b>Douglas Harris</b>, “The Rise of the Public Speakership,” <i>Political Science Quarterly</i> 113 (1998) 193-212.</p> <p><b>Norman Ornstein and Amy Schenkenberg</b>, “1995 Congress: First 100 Days and Beyond,” <i>Political Science Quarterly</i> 110 (1995) 183-206.</p> <p><b>“The ‘First 100 Hours,’”</b> <i>CQ Weekly</i> (2006) 3105.</p> <p><b>Alan Ota:</b> “Unfinished Business Marks First 100 Days,” <i>CQ Today</i>. (April 6, 2007).</p>

	<p><b>SECTION III: Congressional Procedure. How a bill really becomes law; the rise of unorthodox lawmaking.</b></p>	
<p>7 Oct. 17</p>	<p><b>Leadership and the party *</b></p> <ul style="list-style-type: none"> <li>➤ The power of the majority vs. the minority. Controlling the legislative agenda</li> <li>➤ Is it easier to be in the majority or minority?</li> <li>➤ Party government theories: conditional party government, pivotal voter etc.</li> <li>➤ Types of leadership positions</li> <li>➤ Centralized vs. decentralized leadership? Which works best?</li> <li>➤ What makes an effective party leader?</li> <li>➤ Leadership positions and leaders, past and present.</li> <li>➤ Coalition building and caucuses</li> <li>➤ Decline of party voting and party ID? What about 2006? Does the party matter anymore?</li> </ul>	<p><b>Davidson: 6</b> <b>Dodd: 8,10</b></p> <p><b><u>Leadership Positions:</u></b></p> <p><b>Judy Schneider</b>, “House Leadership Structure: Overview of Party Organization,” <i>Congressional Research Service</i> (2003).</p> <p><b>Judy Schneider</b>, “House Leadership: Whip Organization,” <i>Congressional Research Service</i> (2002).</p> <p><b>Judy Schneider</b>, “Senate Leadership Structure: Overview of Party Organization,” <i>Congressional Research Service</i> (2006).</p> <p><b>Judy Schneider</b>, “Senate Leadership: Whip Organization,” <i>Congressional Research Service</i> (2002).</p> <p><b><u>History of Leadership:</u></b></p> <p><b>Joseph Cooper and David Brady</b>, “Institutional Context and Leadership Style: The House from Cannon to Rayburn,” <i>American Political Science Review</i> 75 (1981) 411-25.</p> <p><b>Nelson Polsby, Miriam Gallaher and Barry Spencer Rundquist</b>, “The Growth of the Seniority System in the U.S. House of Representatives,” <i>American Political Science Review</i> 64 (1969) 787-807.</p> <p><b>Samuel Patterson</b>, “Party Leadership in the U.S. Senate,” <i>Legislative Studies Quarterly</i> 14 (1989), 393-413.</p> <p><b><u>Leadership Profiles:</u></b></p> <p><b>House Speaker Nancy Pelosi:</b> A series of stories in <i>CQ Weekly</i>.</p> <p><b>Dalphe Retter</b>, “Reid Takes Old Approach to His Job,” <i>CQ Weekly</i> (2007) 1060.</p> <p><b>Jackie Koszczuk and Alan Ota</b>, “The Slow Decline of a GOP ‘Godfather,’” <i>CQ Weekly</i> (2005), 2642.</p> <p><b><u>Where’s the Party?</u></b></p> <p><b>John Owens</b>, “The Return of Party Government in the US House of Representatives: Central Leadership –</p>

		<p>Committee Relations in the 104<sup>th</sup> Congress,” <i>British Journal of Political Science</i> 21 (1997) 247-272.</p> <p><b>William Connelly Jr. and John Pitney</b>, “The House GOP’s Civil War: A Political Science Perspective,” <i>Political Science and Politics</i> 30 (1997) 699-702.</p> <p><b>Jonathan Allen</b>, “Cohesion the Key to Minority’s Clout,” <i>CQ Weekly</i> (2007), 32.</p> <p><b>“House Democrats’ Bipartisanship Leads to Progress,”</b> Office of Majority Leader Steny Hoyer (June 5, 2007).</p>
<p><b>8</b></p> <p><b>Oct. 24</b></p>	<p><b>Preliminary Legislative Action: Committees *</b></p> <ul style="list-style-type: none"> <li>➤ Categories of legislation</li> <li>➤ Bill referral process</li> <li>➤ The power of committee assignments</li> <li>➤ Committee jurisdictions</li> <li>➤ Role of staff</li> <li>➤ Process of a hearing</li> <li>➤ Conference Committees and pre-conferencing</li> </ul> <p style="text-align: center;"><b>GUEST SPEAKER(S)</b></p>	<p style="text-align: center;"><b><u>Short Paper #1 Due</u></b></p> <p><b>Davidson:</b> 7  <b>Oleszek:</b> 3  <b>Sinclair:</b> pg. 10-20 and 43-48</p> <p><b>Richard L. Hall</b>, “Participation and Purpose in Committee Decision Making,” <i>American Political Science Review</i> 81 (1987), 105-27.</p> <p><b>Richard Sachs</b>, “Types of Committee Hearings,” <i>Congressional Research Service</i> (2001).</p> <p><b>David King</b>, “The Nature of Congressional Committee Jurisdictions,” <i>American Political Science Review</i> 88 (1994) 48-62.</p> <p><b>Judy Schneider</b>, “House Committee Organization and Process: A Brief Overview,” <i>Congressional Research Service</i> (2001).</p>
<p><b>9</b></p> <p><b>Oct. 31</b></p>	<p><b>Evolution of committees *</b></p> <ul style="list-style-type: none"> <li>➤ Institutional foundations of committee power</li> <li>➤ Are committees losing power and becoming obsolete?</li> <li>➤ Committee reforms of the 104<sup>th</sup>, 109<sup>th</sup> and 110<sup>th</sup> Congresses</li> <li>➤ Case study: House/Senate Appropriations Committee Changes in the 109<sup>th</sup> Congress</li> </ul>	<p><b>Dodd:</b> 11</p> <p><b>Kenneth A. Shepsle and Barry R. Weingast</b>, “The Institutional Foundations of Committee Power,” <i>American Political Science Review</i> 81 (1987) 85-104.</p> <p><b>Gerald Gamm and Kenneth Shepsle</b>, “Emergence of Legislative Institutions: Standing Committees in the House and Senate, 1810-1825,” <i>Legislative Studies Quarterly</i> 14 (1989), 39-66.</p> <p><b>Keith Krehbiel</b>, “Why Are Congressional Committees Powerful?” <i>American Political Science Review</i> 81 (1987) 85-104.</p> <p><b>Judy Schneider</b>, “Committee System Rules Changes in the House, 109<sup>th</sup> Congress,” <i>Congressional Research Service</i> (2005).</p> <p><b>Appropriations Committee Changes in the 109th Congress:</b> A series of articles in <i>CQ Weekly</i></p>

		<p><b>Judy Schneider</b>, “Committee System Rules Changes in the House, 110th Congress,” <i>Congressional Research Service</i> (2005).</p> <p><b>Committees organization in the 110<sup>th</sup> Congress:</b> A series of articles in <i>CQ Weekly</i></p> <p><b>Betsy Palmer</b>, “Senate Committee Rules in the 110<sup>th</sup> Congress: A Comparison of Key Provisions,” <i>Congressional Research Service</i> (2007).</p>
<p><b>10</b> <b>Nov. 7</b></p>	<p><b>The rise of unorthodox lawmaking in the House: Scheduling legislation and House floor procedures *</b></p> <ul style="list-style-type: none"> <li>➤ Categories of legislation and bill referral process</li> <li>➤ Ways to bring a bill to the floor – types of House calendar, discharge petition, suspension of the rules, unanimous consent etc.</li> <li>➤ House Rules Committee and rules. How do you read a rule? How do Members use rules and floor procedures to their advantage?</li> <li>➤ Rules of debate / process</li> <li>➤ Committee of Whole vs. House</li> <li>➤ Governing by majority</li> <li>➤ What is a Special Order Speech? What is a One-Minute Speech?</li> <li>➤ House Task Forces</li> </ul>	<p style="text-align: center;"><b><u>Short Paper #2 Due</u></b></p> <p><b>Davidson</b> 8-9 <b>Oleszek:</b> 4-5 <b>Sinclair:</b> Chapts. 1-2, 7-9 and pg. 20-42</p> <p><b>Gary Cox</b>, “On the Effects of Legislative Rules,” <i>Legislative Studies Quarterly</i> 25 (2000), 169-92.</p> <p><b>Judy Schneider</b>, “House and Senate Rules of Procedure: A Comparison,” <i>Congressional Research Service</i> (2003).</p> <p><b>Examples of House rules – in-class handout and class exercise.</b></p> <p><b>David Nather</b>, “Same Rules Squabbles, Different Majority,” <i>CQ Weekly</i>, (2007) 99.</p> <p><b>Susan Ferrechio</b>, “House Republicans Regaining Their Footing,” <i>CQ Today</i>, (March 19, 2007).</p> <p><b>Mildred Amer</b>, “Guide to Individuals Seated on the House Dais,” <i>Congressional Research Service</i> (2004).</p> <p><b>Elizabeth Rybicki and Stanley Bach</b>, “Floor Procedure in the House of Representatives: A Brief Overview,” <i>Congressional Research Service</i> (2003).</p> <p><b>Richard Beth</b>, “Committee of the Whole: Stages of Action on Measures,” <i>Congressional Research Service</i> (2004).</p> <p><b>James Saturno</b>, “Procedural Distinctions between the House and the Committee of the Whole,” <i>Congressional Research Service</i> (2004).</p> <p><b>Thomas Carr</b>, “Special Order Speeches and Other Forms of Non-Legislative Debate in the House,” <i>Congressional Research Service</i> (2004).</p> <p><b>Walter Oleszek</b>, “The Use of Task Forces in the House,” <i>Congressional Research Service</i>, (1999).</p>

<p><b>11</b> <b>Nov. 14</b></p>	<p><b>The rise of unorthodox lawmaking in the Senate: Scheduling legislation and Senate floor procedures *</b></p> <ul style="list-style-type: none"> <li>➤ Ways to bring a bill to the floor – Senate calendar etc.</li> <li>➤ Filibusters, Unanimous Consent Agreements, cloture and Holds</li> <li>➤ Rules of debate / process</li> <li>➤ Governing by deliberative process</li> <li>➤ Leadership and agenda control in the 107<sup>th</sup> Congress – a historical agreement</li> <li>➤ Reconciling differences between the House and Senate</li> <li>➤ What is an enrolled bill?</li> </ul>	<p><b>Dodd:</b> 1 <b>Oleszek:</b> 6-8 <b>Sinclair:</b> Chpts 3-4; 7-9; and 13 and pgs. 49-72 <b>Sinclair:</b> 7-9</p> <p><b>Mildred Amer</b>, “Guide to Individuals Seated on the Senate Dais,” <i>Congressional Research Service</i> (2003).</p> <p><b>Paul Rundquist</b>, “Flow of Business: Typical Day on the Senate Floor,” <i>Congressional Research Service</i> (2003).</p> <p><b>Paul Rundquist</b>, “Calling Up Measures on the Senate Floor,” <i>Congressional Research Service</i> (2003).</p> <p><b>Walter Oleszek</b>, “The Rise of Senate Unanimous Consent Agreements” <i>Congressional Research Service</i>, (2007).</p> <p><b>Christopher Davis</b>, “Invoking Cloture in the Senate,” <i>Congressional Research Service</i> (2007).</p> <p><b>Elizabeth Rybicki</b>, “Senate Organization in the 107<sup>th</sup> Congress,” <i>Congressional Research Service</i> (2006).</p> <p><b>Elizabeth Rybicki</b>, “Going to Conference in the Senate,” <i>Congressional Research Service</i> (2003).</p> <p><b>Stanley Bach and Christopher Davis</b>, “Conference Reports and Joint Explanatory Statements,” <i>Congressional Research Service</i> (2003).</p> <p><b>Paul Rundquist</b>, “Engrossment, Enrollment and Presentation of Legislation,” <i>Congressional Research Service</i> (2003).</p>
<p><b>SECTION IV: The Other Branches</b></p>		
<p><b>12</b> <b>Nov. 21</b></p>	<p><b>Turf battles: The President and the Courts *</b></p> <ul style="list-style-type: none"> <li>➤ Concurrent powers and clash of prerogatives: Who sets the legislative agenda? Appointments, vetoes. Line Item Veto.</li> <li>➤ President as legislator: What is a SAP? What is an Executive Order?</li> <li>➤ Congress as administrator</li> <li>➤ The court as referee and policy maker</li> </ul> <p style="text-align: center;"><b>GUEST SPEAKER(S)</b></p>	<p><b>Davidson:</b> 10-12, 15 <b>Dodd:</b> 13-16 <b>Thurber:</b> 6-8, 10-12</p> <p><b>U.S. Constitution: Articles II and III</b></p> <p><b><u>The Executive Branch:</u></b></p> <p><b>Elizabeth Rybicki</b>, “Veto Override Procedure in the House and Senate,” <i>Congressional Research Service</i> (2007).</p> <p><b>Paul Rundquist</b>, “Messages, Petitions Communications and Memorials to Congress,” <i>Congressional Research Service</i> (2003).</p>

		<p><b>Louis Fisher</b>, “A Presidential Item Veto,” <i>Congressional Research Service</i> (2004).</p> <p>Review: <a href="http://www.whitehouse.gov">www.whitehouse.gov</a>. Skim pages that include issues; presidential appointments and nominations; and Executive Orders.</p> <p>Review: <a href="http://www.omb.gov">www.omb.gov</a>. Skim “Legislative Information” section.</p> <p><b><u>The Judicial Branch:</u></b></p> <p><b>The Judiciary Act of 1789</b></p> <p><b>Roger Davidson</b>, “The Lawmaking Congress,” <i>Law and Contemporary Problems</i> 56 (1993), 99-119.</p> <p><b>Elizabeth Bazan, Johnny Killian and Kenneth Thomas</b>, “Congressional Authority Over the Federal Courts,” <i>Congressional Research Service</i> (2005).</p>
<p><b>13</b> <b>Nov. 28</b></p>	<p><b>The Budget Process</b> *</p> <ul style="list-style-type: none"> <li>➤ Budgeting policy since 1974</li> <li>➤ Budget timeline: President’s budget introduction, a budget resolution, reconciliation and appropriations markup. House/Senate floor consideration and differences of.</li> <li>➤ Authorizing vs. appropriations – a turf battle. The growth of earmarks</li> <li>➤ Role of OMB and CBO</li> <li>➤ 110<sup>th</sup> Omnibus bill for FY 07: Politics and process</li> </ul>	<p style="text-align: center;"><b><u>Term Paper Due</u></b></p> <p><b>Davidson:</b> 14 <b>Dodd:</b> 12 <b>Oleszek:</b> 2 <b>Sinclair:</b> 5, 10-12 <b>Thurber:</b> 9</p> <p><b>“The Line Item Veto Act After One Year,”</b> Congressional Budget Office (1997).</p> <p><b>President Bush’s Line Item Veto Proposal of 2006</b></p> <p><b>Robert Keith</b>, “Federal Budget Process Reform in the 110<sup>th</sup> Congress: A Brief Overview,” <i>Congressional Research Service</i> (2007).</p> <p><b>Robert Keith</b>, “The House’s ‘Pay-As-You-Go’ (PAYGO) Rule in the 110<sup>th</sup> Congress: A Brief Overview,” <i>Congressional Research Service</i> (2007).</p> <p><b>FY 2007 CR:</b> A series of articles in <i>CQ Weekly</i>.</p> <p><b>Review:</b> <a href="http://www.omb.gov">www.omb.gov</a> and <a href="http://www.cbo.gov">www.cbo.gov</a>.</p>
<p><b>14</b> <b>Dec. 5</b></p>	<p><b>Class Presentations</b></p>	<p><i>Note, since this class does not have a final examination, depending on class size, student presentations on Paper 3 may require scheduling over the final two weeks of class.</i></p> <p><i>If students have a problem with class during the week of Dec. 12, please arrange to make your class presentation during the first week on Dec. 5.</i></p>

<b>15</b> <b>Dec. 12</b>	<b>Conclusion of Class Presentations / Looking to the Future</b>	
-----------------------------	--	--