

Political Science 341, Congress and Legislation
Fall 2016 Semester
Monday and Wednesday, 1330-1445

Instructor: Dr. Ken Moffett
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Office Hours: Monday and Wednesday, 1630-1800; and by appointment.

Course Description: The purpose of this course is to explain why Congress operates in the manner that it does. Doing so requires that we examine four facets: the evolution of Congress, elections, institutional structure of Congress, and the interaction between Congress and the other branches of government. We will learn how Congress was created and how has changed throughout American history. In addition, we will learn how Congressional elections operate, why they operate in the manner that we observe today, and the implications of these events. In the final portion of the course, we will learn how Congress operates as an institution, both on its own terms and in concert with other political institutions.

Assigned Texts: Your books are available at Textbook Rental.

Jacobson, Gary C. and Jamie L. Carson 2015. *The Politics of Congressional Elections*. 9th Ed. Landham, MD: Rowman and Littlefield Publishers.

Smith, Steven S.; Jason M. Roberts and Ryan J. Vander Wielen 2015. *The American Congress*. 7th Ed. New York City: Cambridge University Press.

Other course readings and podcasts listed in this document will be provided through the course website.

Learning Objectives: By the end of this course, students will be able to:

- 1) Explain how Congress was created, and how it has changed over time;
- 2) Analyze the dynamics of Congressional elections;
- 3) Describe the ways in which both houses of Congress operate as an institution;
- 4) Analyze the relationship between Congress and the other branches of government; and
- 5) Communicate research findings in writing to broader audiences

Course Requirements: I will determine your grade based on a paper, a midterm examination, a *comprehensive* final exam, and participation. Your grade breaks down as follows:

Midterm Exam	100 Points
Term Paper	120 Points
In-Class Presentation	75 Points
Final Examination	180 Points
<u>Participation</u>	<u>100 Points</u>
Total	575 Points

Grading Policy: I will use the following cutoffs to determine letter grades for the course: 517 points and above, "A;" 516-460 Points, "B;" 459-402 points, "C;" 401 to 345 points, "D;" below 345 points, "F." All students who have completed thirteen weeks of the course and do not satisfy the requirements for the grades of "NS," "WR," "I," or "UW," will receive one of the aforementioned letter grades for their performance in the class.

"NS" or "no show" grades will only be assigned if a student: 1) was never in class during the semester; or 2) attended class on the first day, but at no point thereafter.

"WR" (or "withdrawal by registrar") grades will only be assigned if all of the following criteria are satisfied: 1) a student ceases attendance and participation in the course at some point during the semester; 2) the student, his or her designee, or the

Dean of Students (or his/her designee) notifies me *prior* to the end of the semester of mitigating circumstances that are beyond the student's direct control; and 3) these circumstances exist such that a grade of "I" (or "Incomplete") is not an appropriate option. I reserve the right to require appropriate documentation of mitigating circumstances prior to issuing a grade of "WR." Students who do not produce this documentation, when requested, will receive a grade of "UW." I reserve full discretion to determine whether the mitigating circumstances are sufficient to warrant the WR grade.

A grade of "I" (or "Incomplete") will only be assigned if a student has completed, "...most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the course requirements" (SIUE Grading Policy 2012, available at <http://www.siue.edu/registrar/class/grading.shtml>). Before the grade of incomplete is assigned, I require all of the following: 1) the student has completed at least 50% of the course requirements; 2) appropriate written documentation of the circumstances surrounding a request for a grade of "I;" 3) s/he meets with me to determine the timeframe in which the remaining requirements will be satisfied; and 4) s/he signs a written agreement agreeing to this timeframe. Copies of this agreement will be forwarded to the Registrar and to the Chair of the Department of Political Science. Students who do not meet all of these requirements will not be eligible for this grade.

A grade of "UW" (or "unauthorized withdrawal") will be assigned if both conditions are satisfied: 1) the student has attended more than one day of the course, but stopped attending prior to the end of the thirteenth week of the semester; and 2) s/he did not withdraw from the course prior to the end of the thirteenth week of the semester.

Exams: All exams consist of a combination of short answer identification terms and essays. At least one week prior to each exam, the complete list of identification terms and essays from which I will draw to compose your exams will be available from the course website.

If you need to reschedule an exam for *any* reason, you need to notify me prior to the start of that exam. Generally speaking, students who arrive late for an in-class exam are not allowed to take it once another student has finished the exam. I will *only* schedule makeup exams for university-authorized reasons.

In-Class Presentation: You will have a 10 minute, in-class presentation that can be done with one other classmate. These presentations will typically happen at the beginning of class, pursuant to a schedule that will be posted to the course website. I will give you more information about the presentation in a future handout.

Paper: You will have a 10-12 page paper on a topic to be announced. I will give you more information about your paper in a future handout.

Participation: Students are required to participate actively throughout the course. Participation does not merely consist of attendance, though you must be in class to participate. In fact, a good grade is unattainable if you do not regularly attend class. Participation consists of attendance, doing the readings on time, getting involved in discussions, listening to and respecting your classmates, as well as their opinions. Through negative behaviors, it is possible to lose participation points.

I also expect that each student regularly reads a national newspaper like *The New York Times*, *The Washington Post*, or *The Wall Street Journal* to follow the national news and class discussions about current events as they relate to the course and developments in Congress. We plan to discuss these developments at the beginning of class as the topic of student presentations. Any student who is scheduled to present is required to e-mail the class about the topic of their presentation no later than 24 hours prior to the class session in which they are assigned to present.

Finally, I expect that you do all of the assigned readings before each class starts and be ready to actively contribute to classroom discussions. It is impossible to do your assigned readings immediately before any exam and expect to do well in the class. I will discuss some of the reading in class, but not everything. You will gain much more from the course if you do the readings before class starts, rather than after the fact.

Extra Credit: I reserve the right to assign small extra credit assignments throughout the course.

Lecture Topics and Reading Assignments

August 22: Introduction
No Reading

August 24 & 29: Constitutional Foundations of Congress

Federalists 10, 51, 62 & 63 (available at <http://www.law.ou.edu/ushistory/federalist/index.shtml>)

Podcast on Reading Academic Articles (*)

Term Paper Podcast (*)

The Constitution (available at http://www.archives.gov/exhibits/charters/constitution_transcript.html)

August 31: Evolution of Congress

Cooper and Brady, "Institutional Context and Leadership Style: The House from Canon to Reyburn." (*)

Polsby, "The Institutionalization of the U.S. House." (*)

Smith, Roberts and Vander Wielen, Chapters One and Two

Oral Presentation Topic Due!

September 5: No Class. Happy Labor Day!

September 7: Evolution of Congress (Continued)

Cooper and Brady, "Institutional Context and Leadership Style: The House from Canon to Reyburn." (*)

Polsby, "The Institutionalization of the U.S. House." (*)

Smith, Roberts and Vander Wielen, Chapters One and Two

Term Paper Topic Due!

September 12: Evolution of Congress (Continued)

Cooper and Brady, "Institutional Context and Leadership Style: The House from Canon to Reyburn." (*)

Polsby, "The Institutionalization of the U.S. House." (*)

Smith, Roberts and Vander Wielen, Chapters One and Two

September 14 & 19: Context of Congressional Elections

Ellis Article (*)

Jacobson and Carson, Chapter Two

September 21 & 26: Incumbency, Competitiveness and Congressional Elections

Jacobson Article (*)

Jacobson and Carson, Chapter Three

September 28; October 3 & 5: Rules of Congressional Elections

Kang Article (*)

Smith, Roberts and Vander Wielen, Chapter Three

October 10 & 12: Money and Congressional Elections

Hansen, Rocca and Ortiz Article (*)

Jacobson and Carson, Chapter Four

October 17: Midterm Examination

October 19 & 24: How do members behave once elected?

Fox and Lawless Article (*)

Hansen and Treul Article (*)

Jacobson and Carson, Chapter Seven

Jeunke and Shah Article (*)

Shah Article (*)

Smith, Roberts and Vander Wielen, Chapter Four

October 26 & 31: Parties and Leaders in Congress

Jenkins and Monroe Article (*)

Moffett Article (*)

Smith, Roberts and Vander Wielen, Chapter Five

November 2: Congress and Committees

Smith, Roberts and Vander Wielen, Chapter Six

Term Paper Due!

November 7: Congress and Committees (Continued)
Smith, Roberts and Vander Wielen, Chapter Six

November 9 & 14: The Legislative Process
Sinclair, Chapters Two, Three and Six (*)
Smith, Roberts and Vander Wielen, Chapter Seven and Eight

November 16: Congress and the Presidency
Ainsworth, Harward and Moffett Article (*)
Bolton and Thrower Article (*)
Clinton, Lewis and Selin Article (*)
Minta and Sinclair-Shapman Article (*)
Moe and Howell Article (*)
Smith, Roberts and Vander Wielen, Chapter Nine

November 21 & 23: No Class. Happy Thanksgiving!

November 28 & 30: Congress and the Presidency (Continued)
Ainsworth, Harward and Moffett Article (*)
Bolton and Thrower Article (*)
Clinton, Lewis and Selin Article (*)
Minta and Sinclair-Shapman Article (*)
Moe and Howell Article (*)
Smith, Roberts and Vander Wielen, Chapter Nine

December 5 & 7: Congress and the Courts
Maltzman, Mark, Shipan and Zillis Article (*)
Smith, Roberts and Vander Wielen, Chapter Ten

December 12 (Monday): Final Examination, 1200-1340

Classroom Policies and Procedures

Academic Misconduct: Students are responsible for knowing when and learning how to cite material using the *Style Manual for Political Science* (APSA Style) for all assignments. A student is expected to appropriately cite whenever s/he uses content or ideas that come from a source other than oneself. This expectation includes anything that comes from class notes, PowerPoint slides, or the course website, as these materials are the instructor's intellectual property. For more information, please refer to the Plagiarism Frequently Asked Questions handout at the end of this document.

The APSA style is the only accepted method of citing material in this course. Failure to abide by course or university policies with respect to academic integrity may constitute cheating and/or plagiarism.

I have zero tolerance for cheating and plagiarism and will deal with every instance to the maximum extent allowed by university policies and procedures. Normally, this means that someone who cheats and/or plagiarizes will fail the course and be reported to the Provost for additional disciplinary action.

Cellular Phones, Pagers and Similar Electronic Devices: Please turn these off before the start of this course as they distract me and your classmates. If one has an emergency that necessitates using one or more of these devices during class time, please talk to me before class starts. Finally, students are asked to refrain from using electronic devices to send text messages during class time as such conduct disrespects me and your classmates.

Draft Copies of Student Work: I am willing to read a single, complete draft of each student's assignment or redo prior to submission for a grade provided that it is submitted three days prior to the relevant due date. Multiple draft copies of the same assignment or redo from a student will not be read. Draft copies must be e-mailed to me.

E-Mail Expectations: Students are expected to regularly check their SIUE e-mail accounts, as important information about the course is disseminated in this fashion.

E-Mail Hours: I respond to student e-mails within 24 hours of the time and date that they were sent. If you do not receive a reply within this time frame, please follow-up with me.

E-Mail Limitations: I will not respond to any e-mails related to the contents of an exam on the same day as any test, nor do I provide an answer via e-mail to questions about expected grades in this course. Federal privacy laws and university policies do not allow me to e-mail any information about your grade in the class to you.

Leaving Early: If you must leave early for any reason, please notify me before class starts as doing so is much appreciated.

Senior Assignment: Students who are political science majors or plan to become a major are well advised to keep their term paper from this course as it is a vital component of their senior assignment.

Sexual Harassment: I do not tolerate any such conduct as it is prohibited by law in addition to university policies and procedures. For more information, please see Southern Illinois University's Policy on Sexual Harassment (at <http://www.siu.edu/policies/2c5.shtml>).

Student Conduct: Pursuant to university policies and procedures, I reserve the right to remove from class, reduce the course grade, and/or assign an "F" for the course to any student who defies directions from the instructor and/or commits behaviors that manifest a lack of respect for others or their learning objectives during class. Examples of such behaviors include, but are not limited to, disrespectful, hostile, racist, disruptive, or demeaning behavior during class. For a more complete discussion of what constitutes such behavior, please refer to the Cougar Creed (at <http://www.siu.edu/parents/cougar-creed.shtml>), Student Conduct Code (at <http://www.siu.edu/policies/3c1.shtml>), and the Student Academic Code (at <http://www.siu.edu/policies/3c2.shtml>).

Students with Disabilities: Students who need special academic accommodations and have documented disabilities should make an appointment with me to discuss these accommodations. At this appointment, you need to display an identification card from Disability Support Services (DSS) that lists the accommodations that you need. If you need accommodations that are not listed on the DSS Identification Card, please contact me and the DSS office as soon as possible so that appropriate arrangements can be made.

User-Edited Websites: Students are not allowed to use any user-edited, mirror, information aggregating, or social networking websites as a source on any assignment or examination. Examples of such sources include, but are not limited to, Answers.com, Congresspedia, Diffen.com, Facebook, LinkedIn, and Wikipedia. Students are responsible for knowing whether an internet-based resource is prohibited under this policy, and are strongly encouraged to ask me about any specific website that might fall under the auspices of this policy. Any student who uses such sources will receive a 20% grade penalty on that assignment and/or paper, if s/he cites the material in question.

Final Considerations

The schedule laid out in this document is tentative. Accordingly, I reserve the right to modify the syllabus and will post any changes on the course website. You are responsible for all of the information presented in this document, and anything discussed during class, on the course website, as well as, any podcasts that are posted to the course website. If you have any questions or concerns about anything in this class, please see me as soon as possible. We can more easily resolve such matters sooner rather than later.