

POLITICAL SCIENCE 4600
Legislative Process
Spring 2017

Dr. Charles S. Bullock, III
111 Baldwin Hall
Hours: 2-3:00 pm Tu-Thur
9-10:30 TU and by appointment
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This course examines multiple facets of Congress and state legislatures with especial attention devoted to the Georgia General Assembly. This class meets the prerequisite for students planning on doing an internship in Congress or a state legislature.

Specific reading assignments will not always be discussed in class. However, all reading assignments should be completed no later than the first day during which the topic is scheduled for discussion.

Grades will be based primarily on three exams, a final, quizzes, a term paper, and classroom participation. The three exams and the term paper will be weighted equally. Exams cover all assigned readings and all classroom activities including presentations by guest speakers. Late term papers will be severely penalized.

Seven quizzes will be administered and will account for about 10% of the course grade. Each quiz will be over the **materials assigned but not yet discussed**. Thus it is imperative that students have read the materials if they are to do well on the quizzes. The highest five quiz grades will be counted with lower grades dropped.

Classroom participation will count for about 10% of the final grade for the course. Absences will pull down the class participation component of the grade. Simply sitting in class, while a necessary prerequisite for a good participation grade will, by itself, be insufficient. To do well on the participation component, you must participate. Students with excessive absences may be dropped from the course by the instructor.

The exams and term paper account for the remaining 80% of the grade. Each of the exams and the term paper are equally weighted in calculating this 80%.

It is imperative that I approve your term paper topic. If you do not submit a paper proposal and have it approved, your paper will not be graded. Note also that after **March 14** you will not be allowed to change the topic of your term paper. You should begin researching your topic well before that date so if you encounter problems, you will have sufficient time to come up with a new topic.

Make-up exams will be given only under special circumstances.

Required texts:

Lauren Bell, et al., *Slingshot*
Lawrence Dodd and Bruce Oppenheimer (D&O), *Congress Reconsidered*, 10th edition
John Kingdon, *Congressmen's Voting Decisions*, 3rd ed.
Charles Bullock, *Redistricting: The Most Political Activity in America*
Steven Smith, et al., *The American Congress*, 9th ed.

Jan. 5 - 10 Recruitment and Personal Background
Smith et al., Ch 1; D&O, Ch. 3 and pp. 474 - 477

Jan. 12 - 17 Apportionment **Quiz**
Bullock, all

Jan. 19 – 31 Elections **Quiz**
Bell et al., all; Smith et al., Ch 3; D&O, Chs. 4 and 18 and pp. 45- 46.

February 2 **1st EXAM TERM.**

Feb. 7 - 9 Constituency Relations and Campaign Finance **Quiz**
Smith et al., Ch. 4; Kingdon, pp. 1-71; D&O, Chs. 5 - 6

February 9 **PAPER TOPICS DUE**

Feb. 14 - 16 Norms and Rules
Smith, et al., pp. 26 – 28, Ch 7; D&O, Chapters 1 and 9

As you go about preparing your paper you should review the instructions for successful paper writing that are included in pages 3 -7 of this syllabus.

Feb. 21 - 28 Lobbying
Smith, et al., Ch. 11; Kingdon, pp. 146-176; **Quiz**

March 2 **2nd EXAM**

Mar. 6 – 10 Spring Break

Mar. 14 Staff
Kingdon, pp. 201-209; Smith, et al., Ch 4 “Personal Office and Staff Allowances”

Mar. 14 Budget Process
Smith, et al., Ch 12; D&O, Chapters 13 - 14

March 14 **Last day to change term paper topic**

Mar. 16 - 21 Legislature and the Executive **Quiz**
Smith, et al., Ch. 9; Kingdon, pp. 177-200; D&O, Chapters 11 & 12

Mar. 23 – 30 Committees
Smith, et al., Ch. 6; D&O, Chapters 1 & 8

March 23 **TERM PAPERS DUE.**

Apr. 4 - 6	Legislative Leadership and Party Influence Smith, et al., Ch. 5; Kingdon, p. 72-145; D&O, Chapters 2, 7 and 17 Quiz
Apr. 11-20	Policymaking and Roll Call Voting. Smith, et al., Ch. 8 and Ch. 4 “Choosing Strategies”; Kingdon, pp. 210-296; Quiz
April 25	3 rd Exam
May 4	FINAL EXAM Noon – 3 pm

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Instructions for Term Paper Preparation

Read the following instructions carefully. Failure to follow these guidelines will result in a lower grade on the paper.

The purpose of a term paper is to convey the results of the research you have conducted. Consequently the clearer the paper is in conveying information the more successful it will be. Below are some suggestions.

- The first step for a successful paper is to have a title. The title gives the reader an immediate idea as to what is likely to be encountered.
- A second component is an introduction in which the author lays out the topics to be covered in the course of the paper. The introduction should be concise and the objectives of the paper clearly articulated.
- A third component is a conclusion that recapitulates the major points made in the body of the paper.

The best papers will relate the findings of the research you undertake to the literature on the topic. A sophisticated approach will review the appropriate literature early in the presentation before describing how the research to be reported in the paper will be conducted. Then the findings of the research will be presented followed by a concluding section.

I encourage you to use this as an opportunity to undertake original research by conducting interviews and/or collecting and analyzing relevant data. Such an exercise will allow

you to assess the degree to which the scholarly literature related to your topic applies to the specific situation you examined and to the extent that your conclusions differs from the literature you can offer explanations for the differences you observe.

While I encourage original research, *do not attempt a survey*. Doing a survey well is not easy. Having your social media friends respond to a few questions does not generate useful information. The sample will not be representative of any larger population and therefore will not sustain any generalizations.

In the body of the paper, the author should be careful to lead the reader along. Often this can be done by the use of headings and subheadings to alert the reader that the author is moving on to a new topic. If headings and subheadings are not used, then it is imperative that proper transitions be used as new topics are introduced.

There is generally no place in a term paper for an encyclopedia. Researchers should be especially careful not to rely upon internet sources such as Wikipedia which can be accessed and modified by anyone as was revealed in late April of 2006 when gubernatorial candidate Cathy Cox fired her campaign manager for having posted negative information into the biography of her opponent Mark Taylor.

The paper should be typed using a 12-point font and double-paced. Long quotes should be indented and indented quotes do not need to be set off with quotation marks.

References

Any of several standard formats are acceptable for indicating references. You may use footnotes, endnotes or in-text citations accompanied by a list of references. Each style requires full information. That is, you should provide the name or names of the authors, the title of the work and the publication in which the work is found. Items from scholarly journals, newspapers or magazines should include the date of the publication and the page numbers.

When referencing articles collected in anthologies, such as the Dodd and Oppenheimer volume assigned for this class, the proper approach is to reference the author(s) of the article and the article title and then indicate the title of the volume in which it appeared and the editors of the volume. Referencing only the editor(s) of the anthology is insufficient and incorrect.

For items having more than one author it is incorrect to cite only the lead author. For items with two authors the citation should include both. For works having three or more authors either list each author or give the name of the first author followed by “et al.”

For a works cited page or bibliography, items should be arranged alphabetically by the first letter in the last name of the first author. Articles for which the identity of the author is not

provided should be alphabetized by the first letter in the first major word in the title.

Interviews should be treated just as publications are. You may choose to include the text of an interview or interviews that you conduct, but simply providing a transcript or summary of the interview is **not** the way to use the valuable information you gained. Instead, extract relevant items from the interview – sometimes it will be a quote – and include that information along with a citation at the appropriate place in your paper. If using the in-text citation approach, then the last name of the interviewee and the year in which the interview was conducted will appear in parentheses. In the bibliography, the listing should be as follows:

Smith, Mark. 2010. In-person interview conducted by the author, April 16.

If you rely heavily upon newspaper articles, you may find that you are citing more than one article by the same author and published in the same year. The way in which to distinguish these for the in-text citations would be (Smith 2006a), (Smith 2006b), (Smith 2006c), and so forth. On the references pages these would be set up as follows:

Smith, John. 2006a. "Elections Resolve Zoning Dispute." *Atlanta Journal Constitution* (March 14): p. A10.

Smith, John. 2006b. "General Public Up in Arms Over Zoning Decision." *Atlanta Journal Constitution* (March 1): p. B1.

Smith, John. 2006c. "Opponents Threaten to Sue." *Atlanta Journal Constitution* (April 1): pp. A1, 10.

The internet is a remarkably useful resource however in many instances to rely exclusively on internet sources will result in an inadequate research effort. Especially if you chose not to do original research it is likely that some of the relevant materials will appear in books and therefore not accessible on the internet.

There is no maximum nor minimum length for your paper. Past experience indicates that most papers are somewhere between 10 and 15 pages in length. Papers shorter than that usually receive poor grades because they have not been adequately researched.

If you do a more traditional paper that relies on published sources, it is acceptable to use the assigned texts, but you should not rely primarily on materials assigned for the class. The objective of a research paper is to explore beyond the body of knowledge encountered by the class, synthesize the newly acquired information and report on it. Simply relying on materials from the texts **does not count as research**. Consequently assigned texts should be starting point, a foundation on which you build your research efforts.

Topic Approval

All paper topics must be approved. Any papers submitted that have not been approved will not be graded. The paper proposal should provide enough detail for me to determine *what* you are going to write about and *how* you propose to go about it. This will take at least a paragraph and perhaps a page to set forth. You may include a statement of one or more hypotheses to be tested. You should indicate how you will go about gathering the information to be used. Do you plan to do interviews? Will you collect and analyze data or analyze data in existing data sets? Will you rely upon library sources? If so, be sure to identify some of the promising sources you have identified. It is insufficient to say that you will use books and scholarly journals; you need to list at least some of the sources you have found. If you plan to use published data, your proposal must indicate where these data are located. If you plan on doing interviews you need to indicate some of the individuals you hope to interview.

I will return your proposal with comments on it and that proposal *must* be attached at the rear of your paper when it is submitted. Failure to include the original proposal when you submit your paper will result in the grade being lowered by one letter. Please take the suggestions that I make on your proposal seriously.

Virtually any topic relating to Legislative Politics is potentially acceptable. This may include but not be limited to congressional or state legislative elections, the recruitment of legislative candidates, legislative strategies, lobbying strategies and actions, influences on legislative drafting or roll call behavior, strategies used in or consequences of redistricting decisions, legislative-executive interactions and so forth. While a great deal of latitude is available on the selection of topics, the paper **must** deal with some aspect of legislative politics. Papers that are not relevant for a Legislative Politics class will receive no higher than a D and may be assigned an F.

Consider using the paper requirement as an opportunity to do original research. Many students have not previously attempted original research but those who have ventured into this area in the past have frequently found it very rewarding. In doing original research you may rely on interviews with political actors and observers (legislators, lobbyists, political activists, or reporters), data such as election returns, demographic data or roll call votes.

The pages in your paper should be numbered.

If you have questions about the direction you are taking your paper, please clear it with me so that neither you nor I will be disappointed in the final product.

Both the paper proposal and the term paper *must* be submitted as hard copies. E-mail attachments are not acceptable and will not be graded.

Frequent Mechanical Pitfalls

1. Remember the rule that you undoubtedly encountered in one or more high school English classes. Each major idea gets its own paragraph. A paragraph should consist of a topic sentence and then supporting sentences. Stringing together multiple ideas in a single paragraph simply causes confusion to the reader.
2. Nouns such as Democratic or Republican Party, public official, legislature, legislator, lobbyist, committee, Congress, General Assembly and organization are **singular**. Therefore these nouns should be accompanied by singular verbs and pronouns. Thus “it, he, or she” or “his or her” and not “they” or “their” should be used.
3. Data is plural; datum is singular therefore the verbs and pronouns used with data should be plural.
4. The past tense of the verb to lead is led not lead. When lead is pronounced as led, it means the 82nd element of the periodic table with valences of 2 or 4 and the symbol Pb.
5. Learn the difference between percent and percentage point. If John Kerry won 40% of the vote and Barack Obama won 50% of the vote, Obama’s increase is 10 percentage points or a 25% increase over Kerry’s performance.
6. “Legislator” and “legislature” are *not* synonymous. Legislatures are made up of legislators.
7. For our purposes, there is one Congress and it sits in Washington, DC. The legislative body in a state should not be referred to as a congress nor should its members be called congressmen, congresswomen or congresspersons. Refer to a state’s representative body as the legislature or in some states, including Georgia, the General Assembly. The membership can be referred to as legislators or delegates or, for the upper chamber, senators and for the lower or both chambers as representatives.
8. The pronoun when referring to a person or persons is “who” and not “that” or “which.”
9. If you are referring to something that can be counted, use few or fewer not less or lesser.
10. Parallelism requires that if you begin a listing with “first” it should be followed by “second” and “third.” Do not begin with “first” then shift to “secondly.” Alternatively, you can use firstly, secondly, thirdly, etc.

11. Titles of court cases, books, magazines, and scholarly journals should be *italicized*. Articles within a journal or edited volume are set off with quotation marks.
12. Long quotations should be indented. Indented quotes do not need quotation marks.

All academic work must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.