

POLS 4600: The Legislative Process

Fall 2020

T/TR 8:00am-9:15am

Baldwin Hall 301

Instructor: Allison Vick

Email: Allison.vick@uga.edu

Office Hours: Collaborate Ultra ELC (not in-person) Tuesday 9:30am-11:30am

Office: Baldwin 101W

Course Description:

This course will interact with a multitude of themes related to the U.S. Congress. This semester we will encounter a range of topics including representation, elections, committees, and congressional voting. Throughout this semester the course will provide an opportunity to examine how the modern House and Senate operate, while looking to changes in the legislative process throughout U.S. history.

Learning Objectives:

By the completion of this course, you should be able to:

- Describe what congressional representation looks like
- Analyze changes in the legislative process over time
- Articulate how the legislative process influences policymaking outcomes

Required Textbook:

Smith, Steven S., Jason M. Roberts, and Ryan J. Vander Weilen. 2019. *The American Congress*. 10th edition. Rowman & Littlefield.

All other assigned readings can be found through Google Scholar/JSTOR, etc. or will be provided in advance of our class meeting.

Outside Reading:

One of the goals of this course is for us each to increase our understanding and knowledge of the world of politics. We will often discuss and look at a variety of news sources in class. Therefore, outside of the required/assigned reading from the textbook I would like you to keep up to date with current or relevant news as well. This can come from a variety of sources online or in print. For those of you who prefer podcasting on your commute or bus ride: there are plenty of those as well (FiveThirtyEight, NPR, ABC News, CQ on Congress etc.). Additionally, if you come across a reading you find especially relevant to this semester, please feel free to send it to me in an email.

Flexibility:

I ask that you be as flexible as possible this semester. Our current plan is to make use of Collaborate Ultra on days that your particular section may not meet face-to-face, but we may end up moving some functions to Zoom if that ends up working better. We may also adjust some of what we do week-to-week by using modules on ELC and do some participation activities online if lectures go long. Additionally, if the format for certain modules is better served online—we may have some course days that are covered strictly online. I will be in communication with you as the semester progresses in terms of any changes.

Groups:

This semester we will be making use of groups for a substantial portion of what we do in this course. We will have four different groups that were randomly generated in ELC. You should be able to see your group by going on ELC and selecting “Classlist” and then View by Groups. Your section numbers are listed on this page and will match accordingly with the syllabus breakdown.

Course Grading:

The grading policy is as follows:

A=94-100; **A-** =90-93; **B+** =87-89; **B** = 83-86; **B-** = 80-82;

C+ =77-79; **C**=73-76; **C-** =70-72; **D** =60-69; **F** = 0-59.

Assignments & Due Dates:

Participation: 20%

Paper Assignments (2): 40%

Course Exams (2): 40%

Participation (20%):

Participation will make up 20% of the overall grade. I strongly believe that interacting with your peers and being part of discussion is how this course will best operate. Your participation grade displays how important it is for you to interact with the course material and with each other regularly via discussion.

This is a unique semester—and your participation grade will primarily be built around our group discussions. We currently have our course broken into four groups. You are both welcome and allowed to come on the specific date of your specified group. I also know that the situation is fluid this semester—please do not come to class if you have any COVID-19 related symptoms (more information provided at the end of the syllabus). In-person attendance will not be required. However, participation is a substantial portion of your overall grade and will be graded through different means.

This semester—we will try to make class as similar to a traditional course as possible. Each day that we are scheduled to have class there will be a lecture as well as a short discussion related activity. If you are in class that day—the in-class discussion will count as your participation for the week. If you are not scheduled to come to that class—you will be able to watch the course live on Collaborate Ultra through ELC. The lecture will likely take the first 40 or so minutes for each course, and then we will have discussion.

We will all be discussing the same questions/activity, but in different formats. If you are in-person we will have the discussion in class. For anyone attending via Online we will have breakout groups before coming back to the “main class online discussion page” at the end to discuss what everybody talked about/learned. In order to receive participation for the week—you must attend one per week (you are welcome to attend both of these). If you come to class in-person on the day of your section—this will count as your participation. If you come Online and participate in a breakout group on either Tuesday or Thursday’s class—you will get the same credit.

I know this semester will present its share of challenges. I will work my hardest to ensure that this semester provides you the same opportunities to learn and interact with the material if you are unable to attend sessions in-person. Lectures will be recorded and posted through Collaborate Ultra on ELC as well so you will have access if you are unable to attend synchronously for any reason. Please get in contact with me as soon as possible if you know that you cannot attend at least one of these synchronous Online sessions per week during our regularly scheduled class (8:00-9:15am).

Additionally, this class will cover a variety of topics and ideas. This class will center around a respectful environment. Dialogue both on ELC and in person should remain respectful at all times.

Paper Assignments (40%):

There will be two writing assignments due this semester. **Each of these assignments is worth 20%**. All papers should be turned in to the ELC Dropbox by 11:30pm on the day they are due. More information will be provided throughout the semester as to expectations for these papers. Papers should be 6-8 pages, double-spaced, 12-point font.

The first one is due on **Thursday 9/24**—Pick one (several options will be provided to you) of the toss up Senate elections occurring in 2020. This paper will ask you to take a deep dive into one of these races and provide background of the race and candidates, polling, history of Senate races in that state, coverage of the election, and more.

The second is due on **Thursday 11/19**— Pick one bill to write a Legislative Process Paper (again, several options of these will be provided as well). This paper will require you to look at a bill’s process from start to finish. The hope is for you to take the knowledge of what you have learned throughout the semester and apply this by looking at how a bill becomes a law and be able to describe the process of this bill and how it compares to “regular order” and what happens in your specific bill.

Course Exams (40%):

There will be two exams this semester. The Midterm will be due on **October 2nd** and the Final Exam will be due on **December 15th**. More information as to test format will be provided as we get closer to the date of each test—both exams will be online. If something comes up and requires you to miss an exam you must provide documentation and let me know as soon as you can. It is possible that you will receive a different copy of the exam in these instances.

Disability Resource Center

The Disability Resource Center webpage states that the “Disability Resource Center professional staff work directly with students to assess their individual disability-related needs and to develop appropriate plans for academic accommodations and services.” Please contact the DRC and the instructor if you need to request accommodations or services. The DRC can be contacted at **706-542-8719** or by email: drc@uga.edu. The Disability Resource Center is located in Clark Howell Hall at 825 S Lumpkin St, Athens, GA 30605. Additional information can be found here: <http://drc.uga.edu/>.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Academic Honesty

The University of Georgia Academic Honesty policy states, “As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.”

Email, ELC & Zoom Office Hours

Office hours will not be held in-person, instead office hours will be held via our Course page's Collaborate Ultra. If you would like to meet during Office Hours or if you need to schedule an appointment outside of this time, please go ahead and email me when you would like to meet and what topic you would like to cover. This helps me better prepare for your questions. Email is generally the best way to get in touch with me if you have any questions come up throughout the semester. Additionally, I may contact you via your UGA email to send any articles, updates, or podcasts that come up during the semester. Due to the nature of this semester it is very important that you keep up with the course ELC page.

Tentative Course Schedule:

The course dates for this semester are listed below. *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.* Readings should be done **prior** to class each day. Most Tuesdays will list a Chapter from the textbook, while most Thursdays will have a link or journal article listed.

Week 1: Syllabus & Course Introduction Thursday 8/20 (Section 1)	<u>Readings, Assignments & Due Dates</u>
Week 2: The Troubled Congress Tuesday 8/25 (Section 2) Thursday 8/27 (Section 3)	Syllabus—Introduction to Congress Get to Know You Survey on ELC Get to Know the ELC page/Collaborate Ultra For Fun: Browse the Senate Glossary https://www.senate.gov/reference/glossary_term/class.htm <i>American Congress Chapter 1</i> 2020 Senate Races (talk about 1 st paper assignment): https://www.rollcall.com/election-guide-senate/
Week 3: Representation & Lawmaking Tuesday 9/1 (Section 4) Thursday 9/3 (Section 1)	<i>American Congress Chapter 2</i> Find your Rep and Senators on “ProPublica-Represent” and check out their recent activity https://projects.propublica.org/represent/ Schiller, Wendy. “Building Careers and Courting Constituents” US Senate Representation 1889-1924.” <i>Studies in American Political Development</i> . 20(2): 185-197.
Week 4: Congressional Elections Tuesday 9/8 (Section 2) Thursday 9/10: (Section 3)	<i>American Congress Chapter 3</i> 2020 primary season results: https://www.politico.com/2020-

	<p>election/results/senate/ A look at Senate polling over time: https://fivethirtyeight.com/features/how-accurate-have-senate-polls-been-and-what-could-that-mean-for-november/</p> <p>Carson, Jamie, Erik Engstrom, and Jason Roberts. 2007. "Candidate Quality, the Personal Vote, and the Incumbency Advantage in Congress." <i>American Political Science Review</i> 289-301.</p>
<p>Week 5: Members, Goals, Resources, and Strategies Tuesday 9/15 (Section 4)</p> <p>Thursday 9/17 (Section 1)</p>	<p><i>American Congress Chapter 4</i></p> <p>Read through the main page and look at the figures—(you do not have to download each of the chapters) https://www.brookings.edu/multi-chapter-report/vital-statistics-on-congress/</p>
<p>Week 6: Party Leaders Tuesday 9/22 (Section 2)</p> <p>Thursday 9/24 (Section 3)</p>	<p><i>American Congress Chapter 5</i></p> <p>Written Assignment #1 Due at 11:30pm</p> <p>Cooper, Joseph and David W. Brady. 1981. "Institutional Context and Leadership Style: The House from Cannon to Rayburn." <i>American Political Science Review</i> 75(2):411:425.</p> <p>House History on the Speaker of the House: https://history.house.gov/Institution/Origins-Development/Speaker-of-the-House/</p> <p>(*You will receive the test questions on Friday September 25th)</p>
<p>Week 7: Parties Tuesday 9/29 (Section 4)</p> <p>Thursday 10/1 (Section 1)</p>	<p>Lee, Frances E. 2015. "How party polarization affects governance." <i>Annual Review of Political Science</i> 18:261-282.</p> <p>Krehbiel, Keith. 1995. "Cosponsors and Wafflers from A to Z." <i>American Journal of Political Science</i> 39: 906-23.</p> <p>Binder, Sarah A., Eric D. Lawrence, and Forrest Maltzman. 1999. "Uncovering the Hidden Effect of Party." <i>Journal of Politics</i> 61: 815-31.</p> <p>Exam #1 Due Friday October 2nd at 11:30pm</p>

<p>Week 8: The Committee System Tuesday 10/6 (Section 2)</p> <p>Thursday 10/8 (Section 3)</p>	<p><i>American Congress Chapter 6</i></p> <p>Curry, James. 2019. "Knowledge, Expertise, and Committee Power in the Contemporary Congress." <i>Legislative Studies Quarterly</i> 44(2): 203-237.</p> <p>ProQuest Legislative Insight (Talk about 2nd Paper Assignment) The Legislative Process Explained: https://www.house.gov/the-house-explained/the-legislative-process</p>
<p>Week 9: The Rules Tuesday 10/13 (Section 4)</p> <p>Thursday 10/15 (Section 1)</p>	<p><i>American Congress Chapter 7</i></p> <p>https://rules.house.gov/sites/democrats.rules.house.gov/files/2015-05-31-BOOTCAMP-STAFF-114-RulesCmte.pdf</p> <p>Cox, Gary W. 2000. "On the Effects of Legislative Rules." <i>Legislative Studies Quarterly</i> 25: 169-192.</p>
<p>Week 10: The Rules, cont. & Budget Process Tuesday 10/20 (Section 2)</p> <p>Thursday 10/22 (Section 3)</p>	<p>Roberts, Jason M. 2010. "The Development of Special Orders and Special Rules in the U.S. House, 1881-1937." <i>Legislative Studies Quarterly</i> 35(3):307-336.</p> <p>Lynch, Michael S., Anthony J. Madonna, and Jason M. Roberts. 2016. "The Cost of Majority Party Bias: Amending Activity under Structured Rules." <i>Legislative Studies Quarterly</i> 41: 633-655.</p> <p><i>American Congress Chapter 8</i></p>
<p>Week 11: The Floor & Voting Tuesday 10/27 (Section 4)</p> <p>Thursday 10/29 (Section 1)</p>	<p><i>American Congress Chapter 9</i></p> <p>Watch 15-minutes of https://live.house.gov or https://www.senate.gov/legislative/floor_activity_pail.htm</p> <p>Binder, Sarah A. 1999. "The Dynamics of Legislative Gridlock, 1947-1996." <i>American Political Science Review</i> 93: 519-34.</p> <p>Lee, Frances E. 2018. "The 115th Congress and Questions of Party Unity in a Polarized Era." <i>The Journal of Politics</i> 80(4).</p>
<p>Week 12: 2020 Election Tuesday 11/3: Election Day (Section 2)</p>	<p>Harbridge, Laurel, and Neil Malhotra. 2011. "Electoral Incentives and Partisan Conflict in Congress: Evidence from Survey</p>

Thursday 11/5 (Section 3)	Experiments.” <i>American Journal of Political Science</i> 55(3):494-510. Election Wrap-Up—Read at least (3) post-election articles of your choosing—be prepared to discuss them
Week 13: Congress & The President Tuesday 11/10 (Section 4) Thursday 11/12 (Section 1)	<i>American Congress Chapter 10</i> https://www.whitehouse.gov/about-the-white-house/the-legislative-branch/ Reeves, Andrew & Jon C. Rogowski. 2015. “Unilateral Powers, Public Opinion, and the Presidency. <i>Journal of Politics</i> 78(1):137-151
Week 14: Congress and the Courts Tuesday 11/17 (Section 2) Thursday 11/19 (Section 3)	<i>American Congress Chapter 11</i> Written Assignment #2 Due by 11:30pm Opening statement from Sen. Orrin Hatch for O’Connor Nomination (only have to read pages 9 & 10) https://www.govinfo.gov/content/pkg/GPO-CHRG-OCONNOR/pdf/GPO-CHRG-OCONNOR.pdf Boyd, Christina, Michael S. Lynch & Anthony J. Madonna. 2015. “Nuclear Fallout: Investigating the Effect of Senate Procedural Reform on Judicial Nominations.” <i>The Forum</i> 13(4):623-641.
Week 15: Congress & Interest Groups Tuesday 11/24 (Section 4) Thursday 11/26	<i>American Congress Chapter 12</i> <i>Thanksgiving Break No Class/Assignments</i>
Week 16: Congressional History & US Capitol Tuesday 12/1 Thursday 12/3	No In-Person Class Congressional History No In-Person Class The US Capitol Background, etc. https://www.aoc.gov ; https://www.capitol.gov
Week 17: Semester Wrap Up Tuesday 12/8	No In-Person Class Semester Wrap-Up Online

Final Exam Tuesday 12/15	Final Exam Online 8:00am-11:00am
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COVID-19 Information:

This information is by no means exhaustive but is meant to provide resources for you that the University has identified and provided here:

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.