

POLITICAL SCIENCE 4600
Legislative Process
Spring 2025

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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.

Required texts:

Lauren Bell, et al., *Slingshot*
Lawrence Dodd, et al. (D&O), *Congress Reconsidered*, 12th edition
Charles Bullock, *Redistricting: The Most Political Activity in America*, 2nd edition
Scott Adler, et al. (AJS), *The United States Congress*, 2nd edition

Jan. 7 - 14	Recruitment and Personal Background AJS Chap. 1, pp. 105 - 107; D&O, Chaps. 5, 6, 12 and pp. 461 - 464
Jan. 16 - 21	Apportionment Bullock, all Quiz
Jan. 23	Recruitment
Jan. 28 - 30	Elections Bell et al., all; AJS Chap 3; D&O, Chaps. 3, 4 and 17. Quiz on Bell et al.
February 4	PAPER TOPICS DUE – hard copies only
Feb. 4	Constituency Relations AJS Chap 4 Quiz
Feb. 6 - 11	Campaign Finance D&O, Chap. 4
February 13	1st EXAM

Feb. 18 - 20	Norms and Rules AJS Chap. 7, pp. 276 - 277; D&O, Chaps. 1, 13 and pp. 293 - 296
Feb. 25 - 27	Legislative - Executive Relations AJS, Chap. 9, pp. 344 – 355, 361 - 368; D&O, Chaps. 10, 15 & 16 Quiz
March 3 - 7	Spring Break
March 11	Budget Process AJS, Ch 8; D&O Ch. 13 Quiz
March 12	Last day to change term paper topic
March 13 - 20	Lobbying AJS, Chap. 12
March 18	2nd EXAM
As you go about preparing your paper you should review the instructions for successful paper writing that are included in pages 3 - 9 of this syllabus.	
March 25	Staff Hertel-Fernandez et al. (APSR 2019: 1-18 and posted on ELC);
Mar. 25 – Apr. 3	Committees AJS, Chap. 5; D&O, Chaps. 1, and 12
March 27	TERM PAPERS DUE – hard copies only
April 8 - 15	Legislative Leadership and Party Influence AJS 6; D&O, Chaps. 2, 7 and 14 Quiz
Apr. 17 - 24	Policymaking and Roll Call Voting. AJS pp. 52 – 57; D&O Chaps. 8 – 9, 11 Quiz
May 1	3rd EXAM

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

Grading

Grades will be based on exams, quizzes, a term paper and classroom participation. Each of the exams and the term paper account for 20% of the final grade. Exams will draw from lectures, guest speakers, and the required reading assignments. Class participation and the quizzes will each be worth about 10 percent of the final grade.

If a student chooses to take the optional final, then it and other items that would have accounted for a fifth of the final grade will be adjusted and count for a sixth of the final grade.

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 by responding to questions posed by the instructor, or asking questions of the instructor or guest speakers, or sharing insights.** Students with excessive absences may be dropped from the course by the instructor.

Save for exceptional circumstances and explicit permission of the instructor, late papers will be penalized. Paper topics not approved by the instructor will not be graded.

Should it be necessary for a student to make up either of the first two exams that will be done toward the end of the term.

Quizzes will cover materials from the reading assignments and will be administered **at the beginning** of the topic with which they are associated. That is, the quiz will come *before* any classroom discussion of the topic. Often quizzes will come at the beginning of the class period. Students who have read the assignment should do well on the quiz. **NO MAKEUPS WILL BE GIVEN FOR QUIZZES.** The five (5) best quiz grades will be used to calculate the grade for this portion of the class meaning that a student who takes all the quizzes can drop the two lowest grades. The five quizzes will equal half an exam grade.

Instructions for Term Paper Preparation

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 16** 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.

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-spaced. Long quotes should be indented and indented quotes do not need to be set off with quotation marks.

Papers and proposals must be submitted as **hard copies**.

If you have never prepared a research paper, or have not done one since entering college, it may be wise for us to have a conversation.

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.

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.

Frequent Mechanical Pitfalls in Paper Writing that You Should Avoid

1. The pages in your paper must be numbered.
2. 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.
3. 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.
4. 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" and not "they" or "their" should be used. If you are going to

use plural pronouns, then they should refer to plural nouns, e.g. lobbyists, legislators, members of the committee, etc.

5. Proper nouns should be capitalized. For example, names of political parties should be capitalized, e.g., Republican Party. Words that are not proper nouns, except the first word in a sentence, are lower case. These are the rules. What you should never do is be inconsistent in applying these rules. Do not, for example, capitalize a word only some of the time. When I see inconsistency in the application of rules concerning capitalization, I circle the inconsistencies in green and write “consistency?” in the margin.
6. When referencing a chapter in an edited volume, cite the author of the chapter and not the editor of the volume. Consult a source on preparing references or look at citations in one of your texts to see how to list a chapter from an edited volume in your bibliography or in a footnote.
7. Data is plural; datum is singular therefore the verbs and pronouns used with data should be plural.
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, newspapers, magazines, and scholarly journals should be *italicized*. Articles within a journal, newspaper or edited volume are set off with quotation marks.
12. Long quotations should be indented. Indented quotes do not need quotation marks.
13. If a publication has multiple authors, it is incorrect to cite only the lead author. For pieces with two authors, cite both. If there are three or more authors, you can list all of their last names or you can list the first name followed by et al.
14. Quotation marks usually come *after* the punctuation, such as periods and commas. If you are writing for a British publication, reverse the rule.
15. Footnote numbers come *after* and not before punctuation.

16. Tables and graphs can be valuable components of a research paper. Each of these should be numbered consecutively and have a title. Do not use the number from the original publication unless (and this would rarely happen) it fits the order of your presentation. If you are reproducing a table, map, graph or figure, below it you should indicate the source. If you have created the table, figure or graph, then under it for source have "Created by the author." If you reproduce a graph or map that is in color, *be sure* that the item is in color in the version of your paper that you submit.
17. Unless the result is awkward, avoid split infinitives. Thus, a sentence should read: "The campaign decided to attack the opposition position on education aggressively." Do not write: "The campaign decided to aggressively attack the opposition position on education." Justice Sotomayor reportedly will not hire as a clerk any applicant who splits infinitives, so avoiding this writing problem can have a payoff. Even if you do not aspire to clerk for Justice Sotomayor, she is not alone in viewing split infinitives as a weakness that indicates sloppiness or lack of education.
18. 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.
19. When shortening reference to a decade such as the 1960s to '60s, an apostrophe is needed to show that two digits have been omitted. This is similar to the use of an apostrophe in contractions to show that one or more letters have been omitted.
20. Avoid the use of the ampersand in formal writing such as a term paper or report.
21. Single quotation marks are used for a quotation within a quotation. Otherwise, use double quotation marks.
22. When you see a word in your text underlined in red, your word processing program believes it is misspelled. Check to see whether you or your computer is correct.
23. "Legislator" and "legislature" are *not* synonymous. Legislators serve in legislatures.
24. 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, solons or delegates or, for the upper chamber, senators and for the lower or both chambers as representatives or delegates.

Academic Honesty

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>.

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.*
- Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
- In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
 - Will use the records only for personal academic use during the specific course.

- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.