

# POLI 100, Congressional Politics

## About POLI 100 - Spring 2017

### Meeting Times

- Mondays and Wednesdays from 12:30 to 1:20pm in COB 267
- Fridays in COB2-175 aka Technology Enabled Active Learning (TEAL) Lab
  - Friday, March 17, 2017 from 12:30pm to 1:20pm
  - Friday, April 7, 2017 from 12:30pm to 1:20pm
  - Friday, April 21, 2017 from 12:30pm to 1:20pm
  - Friday, April 28, 2017 from 12:30pm to 1:20pm

### Course Website

- <https://catcourses.ucmerced.edu/courses/6713>

### Professor Josh Franco, M.A.

- Website: <http://www.joshfranco.com/>
- Email: [jfranco@ucmerced.edu](mailto:jfranco@ucmerced.edu)
- Phone: 209-631-5910
- Office Hours: a) Mondays and Wednesdays, 11:00am to 12:00pm, SSM 337; b) Wednesdays, 1:30-2:30pm, COB2 PoliCubes; and c) By Appointment

### Course Description

- Elections and representation, legislative organization and process, legislative parties and leadership, lobbying, legislative outcomes, and the determinants of these outcomes in the U.S. Congress.

### Course Prerequisites

- POLI 1 or equivalent exam
- POLI 10 or ECON 10 or PSY 10 or SOC 10 or equivalent exam

### Important Spring 2017 Dates

- <http://registrar.ucmerced.edu/schedules/academic-calendar/academic-calendar-2016-2017>

## My Teaching Philosophy

### Motivation:

- My teaching motivation is derived from the special place UC Merced holds in my heart. I was a pioneering undergraduate student and the campus' 1st Student Body President. Given my five years of experience working in the State Capitol and U.S. Congress, I want to offer POLI 100 students a fresh experience.

### Approach:

- My teaching approach relies on the Socratic method, utilizes mind mapping for knowledge creation and sharing, promotes project management through public policy simulations and service learning, facilitates development of a portfolio that can aid students when pursuing employment or self-employment, and incorporates teamwork, leadership, and public speaking for students.

Goal:

- My teaching goal is to create a dynamic environment for students that encourages retaining theoretical knowledge, understanding empirical regularities and anomalies, and developing practical skills. My course goal is for each student to feel better engaged and more enlightened about Congressional Politics after completing this course.

## Political Science Program Learning Outcomes (PLOs)

PLO #1:

- An understanding of the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.

PLO #2:

- An ability to employ critical thinking and demonstrate social scientific literacy, including basic quantitative literacy.

PLO #3:

- A capacity to utilize contemporary social science research methods to conduct rigorous research on political phenomena.

PLO #4:

- Effective written communication skills, especially the ability to convey complex concepts and information in a clear and concise manner.

PLO #5

- An ability to apply abstract theory and research methods to understand contemporary political events and public policies.

## Course Learning Outcomes (CLOs)

CLO #1:

- Advance PLO #1, PLO #2, and PLO #3 by strengthening the student's ability to read political science journal articles by identifying and analyzing the following parts of an article:
  - a) the main point of the article
  - b) the question the article seeks to answer
  - c) the puzzle (gap in current knowledge) the article is trying to fill
  - d) the debate (at least two sides) the article is entering in and siding with
  - e) the theory's assumptions, variables and relationships
  - f) the hypothesis(es) derived from the theory
  - g) the research design, such as the groups, how they are assigned to groups, the main independent variable and dependent variable
  - h) empirical analysis used (qualitative or quantitative)
  - i) policy (real-world) implications of findings
  - j) contribution to the discipline
  - k) directions for future research

#### CLO #2:

- Advance PLO #4 by enhancing the student's ability to speak in public by presenting the synthesis of their analysis of political science journal articles and the results of their project management team projects.

#### CLO #3:

- Advance PLO #5 by having students work in project management teams to simulate running a congressional campaign, operating a congressional government office, staffing a congressional committee, running a congressional leaders office, and/or managing a congressional lobbying firm.

## Course Policies

### Class Attendance

- I believe attendance is important because showing up and being present is integral to our life. As a university student, it is important that you attend class because it strengthens your connection with your peers, the professor and understanding of the materials.
- As discussed later, I do take attendance and it accounts for a portion of your overall grade. Additionally, much of the material will be presented only in class, and it will be difficult to do well on assignments and the final exam if you do not attend.

### Electronic Devices

- Please turn off cell phones and mute the volume on other electronic devices. No audio, video, or photographic recording of lectures is allowed without prior consent of the instructor.

### Laptops

- Laptop computers are to be used for note-taking only, unless the professor explicitly says otherwise. Any "off task" use of laptops (i.e. chatting, social networking, emailing) during class will be frowned upon, may result in you being considered "absent" from class, and potentially be banned from using your laptop in future class sessions.

### Missing Class, a Presentation, or the Final Exam

- Make ups are allowed only with a valid excuse, such as a doctor-excused illness, a family emergency, or a documented conflict with another university-sanctioned activity. If you know you will have such a conflict, please email me as soon as practicable.

### Changes to the Syllabus

- The schedule in this syllabus is largely settled; however, I reserve the right to make changes to the schedule or to other aspects of the course discussed in the syllabus. Any such changes will be announced in class; each student is responsible for being aware of such changes.

### Student Conduct and Academic Honesty Policy

- You are responsible for your personal, academic, and professional conduct. Additionally, academic honesty is of critical importance at all institutions of higher education, especially research universities. Visit the UC Merced Student Conduct website and review the UCM Academic Honesty Policy.

- Student Conduct - [Link](#)
- Academic Honesty Policy - [Link](#)

#### Disability Services

- The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. UC Merced is committed to make our courses accessible to all students, including students with limited mobility, impaired hearing or vision, and learning disabilities. If you believe you have a special need or a disability requiring an accommodation, please contact the Disability Services Center at (209) 228-6996 or Email: [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu). The Disability Services Center is at SSB 230.
- <http://disabilityservices.ucmerced.edu/>

#### SONA

- Students are encouraged to participate in SONA; however, no extra credit will be offered in this course. For more information, visit <https://ucmerced.sona-systems.com/default.aspx>.

## Required Readings

#### Book

- Schickler, E., & Lee, F. E. (2011). *The Oxford handbook of the American Congress*. Oxford ; New York: Oxford University Press. - [Amazon](#), [Oxford Online](#)
- *Chapter readings should be completed prior to class.*

#### Journal Articles

- *Journal article readings should be completed prior to class.*
- Berry, C. R., & Fowler, A. (2016). Cardinals or Clerics? Congressional Committees and the Distribution of Pork. *American Journal of Political Science*, 60(3), 692-708. Retrieved from <Go to ISI>://CCC:000384751000010
- Carson, J. L., & Jenkins, J. A. (2011). Examining the Electoral Connection Across Time. *Annual Review of Political Science*, Vol 14, 14, 25-46. Retrieved from <Go to ISI>://WOS:000292530200003
- Hall, R. L., & Deardorff, A. V. (2006). Lobbying as legislative subsidy. *American Political Science Review*, 100(1), 69-84. Retrieved from <Go to ISI>://WOS:000235829400007
- Jackman, M. C. (2014). Parties, Median Legislators, and Agenda Setting: How Legislative Institutions Matter. *Journal of Politics*, 76(1), 259-272.
- Jessee, S., & Malhotra, N. (2010). Are Congressional Leaders Middlepersons or Extremists? Yes. *Legislative Studies Quarterly*, 35(3), 361-392.
- King, D. C. (1994). The Nature of Congressional Committee Jurisdictions. *American Political Science Review*, 88(1), 48-62. doi:Doi 10.2307/2944881
- MacDonald, J. A., & McGrath, R. J. (2016). Retrospective Congressional Oversight and the Dynamics of Legislative Influence over the Bureaucracy. *Legislative Studies Quarterly*, 41(4), 899-934. doi:10.1111/lsq.12138
- Mahoney, C., & Baumgartner, F. R. (2015). Partners in Advocacy: Lobbyists and Government Officials in Washington. *Journal of Politics*, 77(1), 202-215.

- Maltzman, F., & Smith, S. S. (1994). Principals, Goals, Dimensionality, and Congressional Committees. *Legislative Studies Quarterly*, 19(4), 457-476. doi:Doi 10.2307/440168
- Mansbridge, J. (2011). Clarifying the Concept of Representation. *American Political Science Review*, 105(3), 621-630.
- Richman, J. (2010). The Logic of Legislative Leadership: Preferences, Challenges, and the Speaker's Powers. *Legislative Studies Quarterly*, 35(2), 211-233. Retrieved from <Go to ISI>://WOS:000277644600004
- Weissberg, R. (1978). Collective versus Dyadic Representation in Congress. *American Political Science Review*, 72(2), 535-547. Retrieved from <Go to ISI>://WOS:A1978FG43700010
- Woon, J., & Cook, I. P. (2015). Competing Gridlock Models and Status Quo Policies. *Political Analysis*, 23(3), 385-399.

## Supplemental Readings

Deering, C. J., & Smith, S. S. (1997). *Committees in Congress* (3rd ed.). Washington, D.C.: CQ Press. - [Link](#)

CQ Almanac Online Edition - [Link](#)

Congressional Management Foundation Setting Course - [Link](#)

## Assignments and Exams

Class Attendance (CA) - 20%

- As I stated earlier, I believe attendance is important because showing up and being present is integral to our life. As a university student, it is important that you attend course because it strengthens your connection with your peers, the professor and understanding of the materials.
- This assignment helps you achieve PLOs #1-5 and CLOs #1-3.
- Here is the link to [Roll Call Attendance](#) under Assignments tab on CatCourses.
- We have 43 periods of class starting Wednesday, January 18, 2017 to Friday, May 5, 2017. I will take attendance each class. This does not include holidays, Spring Break or Final Exam day.
- If we do not have class due to my absence, then you will be automatically awarded your attendance percentage.
- Each day of attendance is worth approximately 0.5% of your overall grade.
- For each class period, you are:
  - Present: If you attend class, you are marked "present" and this positively affects your grade.
  - Unmarked: If you notified me prior to class of your absence, you attendance for the day is "unmarked" and does not negatively or positively affect your grade. However, this reduces your overall denominator.
    - For example, if you are "unmarked" 3 of the 43 total days I take attendance, this means your attendance grade is calculated based on 40 days instead of 43 days.

- While this may seem beneficial, what happens is that if you are late or absent, then it weighs more heavily against you.
- For example, a student who is absent 1 of 43 days will receive a 97.67% out of 100%. However, a student who is absent 1 of 40 days will receive a 97.5% out of 100%.
- Late: If you notified me after class of your absence (within <12 hours), you are marked "late" and this negatively affects your grade, but not as much as being "absent".
- Absent: If you did not notify me prior to class, you are marked "absent" and this negatively affects your grade.

#### Congressional Committee Management Teams (CCMT) - 25%

- Committees are the heart of Congress. Committees and their members are responsible for holding legislative hearings, overseeing the White House and executive departments and agencies, conducting investigations, and, in the case of Senate, holding nomination hearings for executive and judicial branch nominees.
- This assignment helps you achieve PLOs #3-5 and CLOs #1-3.
- Students will be randomly assigned to one of eight teams. Four teams will be assigned a Senate committee and four teams will be assigned a House committee by the Professor.
- Each team will be responsible for describing their committee's rules, jurisdiction, and members; tracking the committee's hearings and legislation throughout the semester; sharing their findings with their classmates and the professor throughout the semester; and presenting a final report.
- We will be using free online mind mapping software called "MindMeister" to collectively report, track, and share our committee findings. I will walk through signing up for an account the first week of class. <https://www.mindmeister.com/>

#### Journal Article Teams (JAT) - 25%

- Political Science is the scientific study of politics. Regardless of your chosen major, I believe you need to be able to read, analyze, synthesize and critique scholarly articles. These skills are useful beyond the university. After you graduate and begin your professional career in any field, being able to read, analyze, synthesize and critique data, information, and knowledge is an essential skill.
- This assignment helps you achieve PLOs #1, 2 and 4 and CLOs #1 and 2.
- Students will be randomly assigned to 4 different journal article teams throughout the semester. As described in a separate document, group number, sizes and required content (slides) evolves throughout the semester with each article. The purpose of this evolution is to gradually expand the scope of your ability to read, analyze, synthesize and critique scholarly works which culminates into completing a full journal article analysis by yourself as a part of the Final Exam.

#### Final Exam (FE) - 30%

- Final Exams allow me to assess and for you to display your command of the course materials.
- This final exam helps you achieve PLOs #2 and 5 and CLOs #1 and 3.
- The final exam is worth 300 points total.
- Section 1 is a Journal Article Analysis (FE-JAA) and Small Group Q/A (FE-SGQA)
  - FE-JAA is worth 100 points:

- Start: Wednesday, April 12, 2017
- Due: Sunday, April 23, 2017 at 11:59pm
- Instructions for this section have been posted to CatCourses:  
<https://catcourses.ucmerced.edu/courses/6713/files/folder/Final%20Exam>
- FE-SGQA is worth 100 points:
  - Monday, April 24, 2017 or Wednesday, April 26, 2017 during class time
  - Instructions for this section have been posted to CatCourses:  
<https://catcourses.ucmerced.edu/courses/6713/files/folder/Final%20Exam>
- Section 2 is a 100 Question Examination (FE-Q)
  - This section is worth up to 100 points.
  - Each question is worth 1 point.
  - Exam will be conducted on CatCourses and completed using your laptop. Therefore, you will need to bring your laptop computer.
  - There will be six-question types: definitional, lectures, readings, congressional committee management teams, application and critical thinking.
  - A Study Guide has been posted on CatCourses:  
<https://catcourses.ucmerced.edu/courses/6713/files/folder/Final%20Exam>

## PLO-CLO-Assignments Matrix

#	PLO	#	CLO	Assignment				
				CA	CCMT	JAT	FE-JAA	FE-Q
1	A capacity to utilize contemporary social science research methods to conduct rigorous research on political phenomena.	1	Advance PLO #1, PLO #2, and PLO #3 by strengthening the student's ability to read political science journal articles by identifying and analyzing the following parts of an article: a) the main point of the article; b) the question the article seeks to answer; c) the puzzle (gap in current knowledge) the article is trying to fill; d) the debate (at least two sides) the article is entering in and siding with; e) the theory's assumptions, variables and relationships; f) the hypothesis(es) ; erived from the theory; g) the research design, such as the groups, how they are assigned to groups, the main independent variable and dependent variable; h) empirical analysis used (qualitative or quantitative); i) policy (real-world) implications of findings; j) contribution to the discipline; k) directions for future research					
2	An ability to employ critical thinking and demonstrate social scientific literacy, including basic quantitative literacy.							
3	An ability to apply abstract theory and research methods to understand contemporary political events and public policies.							
4	Effective written communication skills, especially the ability to convey complex concepts and information in a clear and concise manner.	2	Advance PLO #4 by enhancing the student's ability to speak in public by presenting the synthesis of their analysis of political science journal articles and the results of their project management team projects.					
5	An understanding of the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.	3	Advance PLO #5 by having students work in project management teams to simulate running a congressional campaign, operating a congressional government office, staffing a congressional committee, running a congressional leaders office, and/or managing a congressional lobbying firm.					

## Grading

### Grade Posting

- All grading will be posted to CatCourses in a timely fashion
- Midterm Grades are due Tuesday, March 14, 2017 (at noon), BUT I will not be submitting any for this course to the Registrar's Office.
- Final Grades will be uploaded to CatCourses no later than Tuesday, May 16, 2017 (at noon)

### Grading Policy

- A+: 100% to 98.0%
- A: < 98.0% to 94.0%
- A-: < 94.0% to 90.0%
- B+: < 90.0% to 87.0%
- B: < 87.0% to 83.0%

- B-: < 83.0% to 80.0%
- C+: < 80.0% to 77.0%
- C: < 77.0% to 73.0%
- C-: < 73.0% to 70.0%
- D+: < 70.0% to 67.0%
- D: < 67.0% to 63.0%
- D-: < 63.0% to 60.0%
- F: < 60.0% to 0.0%

#### Grade Dispute and Resolution

- If you have a concern regarding your grade, please contact me directly via email or visit me during office hours so we can discuss your concern and resolve it.

### Course Schedule

Date	Subject	Journal Article	Schickler and Lee 2011
<b>Wednesday, January 18, 2017</b>	Introductions & Syllabus Assign Journal Article 1	<b>Article 1: Mansbridge, J. (2011). Clarifying the Concept of Representation. American Political Science Review, 105(3), 621-630.</b>	1. Studying the Congress, Eric Schickler and Frances E. Lee
<b>Friday, January 20, 2017</b>	Political Science Scientific Method		38. Theorizing about Congress, David Mayhew
<b>Monday, January 23, 2017</b>	How Does the Status Quo Persist? How Does It Change? How Does Congress Work?	Woon, J., & Cook, I. P. (2015). Competing Gridlock Models and Status Quo Policies. Political Analysis, 23(3), 385-399.	3. Formal Approaches to the Study of Congress, Craig Volden and Alan Wiseman
<b>Wednesday, January 25, 2017</b>	Congressional Elections	Carson, J. L., & Jenkins, J. A. (2011). Examining the Electoral Connection Across Time. Annual Review of Political Science, Vol 14, 14, 25-46. Retrieved from <Go to ISI>://WOS:000292530200003	7. House and Senate Elections, Jamie L. Carson and Jason M. Roberts
<b>Friday, January 27, 2017</b>	Congressional Elections		8. Congressional Campaigns, Tracy Sulkin
<b>Monday, January 30, 2017</b>	Representation	Weissberg, R. (1978). Collective versus Dyadic Representation in Congress. American Political Science Review, 72(2), 535-547. Retrieved from <Go to ISI>://WOS:A1978FG43700010	11. Descriptive Representation: Understanding the Impact of Identity on Substantive Representation of Group Interests, Michele L. Swers



			and Stella M. Rouse
<b>Wednesday, February 1, 2017</b>	Project: Congressional Committee Management Team Work		
<b>Friday, February 3, 2017</b>	Representation		15. Public Opinion and Congressional Policy, David Brady
<b>Monday, February 6, 2017</b>	Journal Article Team Work		
<b>Wednesday, February 8, 2017</b>	Journal Article 1 Presentations		
<b>Friday, February 10, 2017</b>	Journal Article 1 Presentations (continued) Assign Journal Article 2	<b>See Journal Article Team Instructions</b>	
<b>Monday, February 13, 2017</b>	Legislative Organization		32. Majority Rule and Minority Rights, Douglas Dion
<b>Wednesday, February 15, 2017</b>	Project: Congressional Committee Management Team Work		
<b>Friday, February 17, 2017</b>	Legislative Organization	King, D. C. (1994). The Nature of Congressional Committee Jurisdictions. American Political Science Review, 88(1), 48-62. doi:Doi 10.2307/2944881	31. The Development of the Committee System, Eric Schickler
<b>Monday, February 20, 2017</b>	President's Day - No Class		
<b>Wednesday, February 22, 2017</b>	Project: Congressional Committee Management Team Work		
<b>Friday, February 24, 2017</b>	Legislative Process		18. Congressional Committees, Larry Evans
<b>Monday, February 27, 2017</b>	Journal Article Team Work		

<b>Wednesday, March 1, 2017</b>	Journal Article 2 Presentations		
<b>Friday, March 3, 2017</b>	Journal Article 2 Presentations (continued) Assign Journal Article 3	<b>See Journal Article Team Instructions</b>	
<b>Monday, March 6, 2017</b>	Legislative Process	Maltzman, F., & Smith, S. S. (1994). Principals, Goals, Dimensionality, and Congressional Committees. Legislative Studies Quarterly, 19(4), 457-476. doi:Doi 10.2307/440168	22. The Congressional Budget Process, John B. Gilmour
<b>Wednesday, March 8, 2017</b>	Project: Congressional Committee Management Team Work	<b>SATAL 1<sup>st</sup> 30 minutes</b>	
<b>Friday, March 10, 2017</b>	Legislative Coalitions		27. The Ties that Bind: Coalitions in Congress, John Wilkerson and Barry Pump
<b>Monday, March 13, 2017</b>	Legislative Parties	Richman, J. (2010). The Logic of Legislative Leadership: Preferences, Challenges, and the Speaker's Powers. Legislative Studies Quarterly, 35(2), 211-233. Retrieved from <Go to ISI>://WOS:000277644600004	34. Congress & the Executive Branch: Delegation and Presidential Dominance, B. Dan Wood
<b>Wednesday, March 15, 2017</b>	Legislative Leadership	Jessee, S., & Malhotra, N. (2010). Are Congressional Leaders Middlepersons or Extremists? Yes. Legislative Studies Quarterly, 35(3), 361- 392.	
<b>Friday, March 17, 2017</b>	Project: Congressional Committee Management Team Work		17. Party Leadership, Randall Strahan
<b>Monday, March 20, 2017</b>	Journal Article Team Work		
<b>Wednesday, March 22, 2017</b>	Journal Article 3 Presentations		30. The Evolution of Party Leadership, Jeffery Jenkins

<b>Friday, March 24, 2017</b>	Journal Article 3 Presentations (continued) Assign Journal Article 4	<b>See Journal Article Team Instructions</b>	
<b>Monday, March 27, 2017</b>	Spring Break - No Class		
<b>Wednesday, March 29, 2017</b>	Spring Break - No Class		
<b>Friday, March 31, 2017</b>	Spring Break - No Class		
<b>Monday, April 3, 2017</b>	Lobbying		
<b>Wednesday, April 5, 2017</b>	Lobbying	Hall, R. L., & Deardorff, A. V. (2006). Lobbying as legislative subsidy. American Political Science Review, 100(1), 69-84. Retrieved from <Go to ISI>://WOS:000235829400007	26. Lobbying and Interest Group Advocacy, Beth Leech
<b>Friday, April 7, 2017</b>	Project: Congressional Committee Management Team Work Room: COB2-175 TEAL Lab		
<b>Monday, April 10, 2017</b>	Journal Article Team Work		
<b>Wednesday, April 12, 2017</b>	Journal Article 4 Presentations		
<b>Friday, April 14, 2017</b>	Journal Article 4 Presentations (continued)		
<b>Monday, April 17, 2017</b>	Legislative Outcomes		14. Pork Barrel Politics, Diana Evans
<b>Wednesday, April 19, 2017</b>	Legislative Outcomes/Special Guest		36. The Amorphous Relationship Between Congress and the Courts, Michael A. Bailey, Forrest Maltzman, and Charles R. Shipan
<b>Friday, April 21, 2017</b>	Project: Congressional Committee Management Team Work		

	Room: COB2-175 TEAL Lab		
<b>Monday, April 24, 2017</b>	Final Exam: Journal Article Analysis - Small Group Q/A		
<b>Wednesday, April 26, 2017</b>	Final Exam: Journal Article Analysis - Small Group Q/A		
<b>Friday, April 28, 2017</b>	Project: Congressional Committee Management Team Work Room: COB2-175 TEAL Lab		37. Reflections on the Study of Congress, 1969- 2009, Morris Fiorina
<b>Monday, May 1, 2017</b>	Project Final Reports		
<b>Wednesday, May 3, 2017</b>	Project Final Reports		
<b>Friday, May 5, 2017</b>	Project Final Reports		
<b>Monday, May 8, 2017</b>	<b>Final Exam: Multiple Choice - 3:00pm to 6:00pm, COB 267</b>		