

Legislative Politics

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PS 411/511 (CRN 18294/18295)
Oregon State University
Fall Quarter 2007
MW 2:00-3:50 p.m.
StAg Hall 106

This course examines legislatures mainly in the United States, at both the national level (Congress) and the state level (state legislatures). The course framework uses the “two Congresses” orientation: “Congress at home” and “Congress in DC.” Each student will study several legislators and also examine in detail a current or recent legislative proposal considered in Congress. Requirements will include a number of short writing exercises and two papers, one about selected legislators and one about a legislative topic. The course has no strict prerequisites, though basic knowledge of American politics will be useful. Graduate students (PS 511) read and analyze an extra book. Much class time will be spent analyzing examples of media coverage of Congress and other legislatures, using various media. All course texts have been ordered for reserve as well as in the Book Store.

The course will use few formal lectures but instead will rely on discussion of course materials in relation to current developments. So reading in advance of class and monitoring media coverage of national and state legislative developments both are important.

Course Goals: The course is intended both to add to content of information about legislatures and to help develop skills in analyzing legislatures.

Themes

- The importance of institutions as well as individuals in politics; institutions channel how individual actions
- Understanding legislatures requires attempting to “walk in the shoes of” legislators

Content

- To develop an approach to legislatures as individuals, institutions, and sets of relationships
- To develop knowledge of several legislators and one piece of legislation, individually chosen, in particular
- To develop a sense of the effect of institutional arrangements on legislatures and how they operate, illuminated by examining them historically and in comparison with practices in other nations

Skills and Empathy

- To develop more highly nuanced ways of evaluating legislatures and their actions by avoiding either/or judgments and so moving beyond image-based evaluations based on media and other presentations
- To develop abilities to gather a variety of information for studying and evaluating legislatures
- As noted, developing empathy toward the context and experience of legislators is a core course theme and goal

Requirements and Grading: Four brief “response papers” (RPs) are required, each 100 points (400 points total), as are two short papers, one analyzing several legislators at national and possibly state levels and one analyzing a legislative issue (@150 points, 300 points total). In addition, each student is to submit 1-2 page-single-spaced “reaction notes” to news item about Congress at least five times during the quarter (100 points total). Graduate students read and analyze an extra book (200 points total). In-class writing exercises (“writes,” not “quizzes,” so not specifically graded) provide feedback on understanding of course materials; they also serve as a form of “attendance.” An A requires 90% (720 of 800 points or 900 of 1000 for graduate students), a B 80% (640 or 800), a C 70% (560 or 700), and a D 60% (480 or 600). **Within each grade range**, the bottom three percentages are - and the top three are +. (Low scores may be improved by analyzing an extra book.) Improvement, attendance (primarily in-class “writes), and participation will be used to help decide borderline grades.

Questions and Difficulties: This course is relatively intense because it is four credits, so it is important to *read* course materials *very regularly*. Useful guidelines for the course: plan ahead, read course materials and media regularly, attend class, and participate in class discussion. **Feel free to contact me about questions or problems**, either during office hours, immediately after class, or by e-mail (see above; please indicate PS 411 on subject line, even if enrolled in PS 511).

⇒ **Note: This is NOT a no-show drop course. Students who stop coming to the course must drop it themselves.**

⇒ **Course Blackboard Web Site: Use PS_411_X001_F2007 for those in both PS 411 and PS 511.**

Course Reading: All course books have been ordered for reserve in Valley Library, but purchase is recommended of core texts. All books are available at the OSU Book Store and on 2-hour Valley Library reserve.

Core Textbooks (on reserve so not required for purchase but all or much of each is required reading)

Davidson, Oleszek, and Lee, *Congress and Its Members*, 11th ed (CQ Press, 2008); be careful to get **this edition**

Rosenthal, *Heavy Lifting: The Job of the American Legislature* (CQ Press, 2004)

Price, *The Congressional Experience*, 3rd edition (Westview, 2004); be careful to get **this edition**; provides an analysis of Congress by a Congress member who has a Ph.D. in political science; can easily be read on reserve (2-3 copies)

Sinclair, *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*, 3rd edition (CQ Press, 2008); nearly all of this book is required reading, but it easily can be read on reserve; be careful to get **this edition**

Graduate Students (PS 511): Graduate students (PS 511) read **one** of the following books. Undergraduates (PS 411) can read parts of most books for extra credit. All but one are in the Bookstore; all are on **2-hour reserve**.

Arnold, *Congress, the Press, and Political Accountability* (Princeton University Press, 2006); this book examines public learning about Congress through news media; it is **not** in the Bookstore, but is available on 2-hour reserve and can be ordered through Amazon or similar for those who want to purchase it (it is **not** extra credit).

Mann and Ornstein, *The Broken Branch: How Congress Is Failing America and how to Get It Back on Track* (Oxford); for those who want critical analysis of Congress by two well-known scholars

Mycoff and Pika, *Confrontation and Compromise: Presidential and Congressional Leadership, 2001-2006* (Rowman & Littlefield, 2007); for those who want additional analysis of congressional actions during Bush presidency

Oleszek, *Congressional Procedures and the Policy Process*, 7th Edition (CQ Press, 2007); for those who want detailed analysis of congressional processes

Subscription: Subscription to the *New York Times* is very strongly recommended, because it will be used frequently during the quarter. Students can use the NYT online if they commit to consulting it regularly, though some NYT items are available only to subscribers. Subscription information will be provided in class.

Other Media Available at Special Student Rates: In addition to the *New York Times*, other media are available at special student rates. One or both might be of interest to some students, though they are totally **optional**:

The Economist, a weekly British publication, presents more detailed examination of developments around the world and in the US than do *Time*, *Newsweek*, and similar US publications. To subscribe, visit the following web site and—**essential!**—indicate my **faculty ID number (1584)** when you subscribe, even though the subscription page indicates this is optional. The address is <https://www.economistacademic.com/index.cfm?action=sso>. Subscriptions start at \$19.95 for 12 issues.

The Wall Street Journal (WSJ) also has reduced-rate student subscriptions, starting at \$19.95. These are delivered by mail the same day of publication. The WSJ political analyses are excellent, even if you do not agree with its very conservative editorial views. Sign up on the form available in class. I will fax it to the WSJ, which will bill you for payment.

Response Paper Makeup Reading: To offset low Response Paper or other scores a student may read and analyze parts of a book on legislatures, **pre-approved** by me. Then write a paper no more than 10 pages long, single-spaced, typed, carefully written and proofread, with these components: summary, statement of themes, relating to other course material, and evaluation (as part of the final part, I suggest that you locate, use, and **cite** published book reviews).

Review Reading: Students who need review of basic features of American politics and government might want to read appropriate chapters in an American government text, e.g., US election process. Ask for suggestions.

Course Blackboard Site: Some of the materials shown in class lectures might **not** be distributed in class. Instead, I will place them on the course web site, through the University Blackboard system. **I strongly encourage students to visit that site regularly and download/print/save those materials.**

Students with documented disabilities who need accommodations, have emergency medical information the instructor should know, or who need special arrangements in the event of evacuation should contact the instructor. Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD at (541) 737-4098.

Library Research: The reference librarians at OSU's Valley Library can help with specific research issues or questions, at ISSoc/HumLibrarians@orst.edu. OSU reference librarians have prepared a guide to library research for political science: <http://osulibrary.orst.edu/research/srg/polsci.htm>.

NOTE: On all graded written materials, indicate Student ID number (Social Security number), PS 411 (even if PS 511), paper or project name (e.g., Response Paper [or RP] 2), and date submitted. Do **NOT include your **NAME**.**

General Guidelines for Written Assignments

- As indicated above, on all graded assignments, do **NOT** include your name. Instead, in the upper right corner of the first page indicate your ID number, PS 411 (even if enrolled in PS 511), the assignment name, and the date you submit it. Reminder: So that I can access them, **convert all word processing files to Word format (not Works).**
- Do **NOT** use a cover (plastic or similar) on any written assignment.
- I prefer that you type single-spaced, with a line between paragraphs, with 1-inch margins on all sides.
- Guidelines for paper length are indicated for specific assignments. These are approximate and are estimates of what appears required to respond adequately to the elements of the assignment. I grade concise responses more highly than longer, less clearly written responses, but page length in itself does not affect the grade.
- Each paper should be carefully written and proofread. Use a spell checker **and** a grammar checker!
- Citations to course reading should use simply the author and page number(s), in parentheses after the material used (quotation, paraphrase, or any other use), e.g., (Bennett, pp. 45-52). You need not list these in citations at the end.
- Citations of non-course material should be complete: Author, *Title*, edition if 2nd or later (City: Publisher, year) or web address and date accessed, using footnotes or—**preferred**—parenthetical references and citations at end.
- Many students engage in plagiarism—presenting points that require citation but not identifying sources—sometimes without realizing it. To avoid plagiarism, you **must give credit whenever you present**:
 - another person's idea, opinion, or theory
 - any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge; if in doubt about whether something is “common knowledge,” provide a cite (that is, err on the side of caution)
 - direct quotations of another person's spoken or written words, or
 - paraphrase of another person's spoken or written words (that is, re-wording what another person has said or written does not eliminate plagiarism)
- **NUMBER** the pages on all assignments, for ease in my commenting and to be sure pages are in the correct order.

Criteria for Evaluating Written Work (the first two are the most important)

- Response to each of the specific questions to be addressed
- Drawing on appropriate course materials and, if appropriate, materials from other sources
- Clear and well-written responses, showing use of spell checker, grammar checker, and careful organization

The Political Science Department writing guide might be useful, available at http://oregonstate.edu/dept/pol_sci/wicguide.htm

OSU Writing Assistance

All students have access to the Oregon State University Center for Writing and Learning online. This is an excellent source for help with writing for this or other courses. The address is <http://cwl.oregonstate.edu/twc.html>. Note especially the “Online Writing Lab,” to which you can submit a draft of your papers for feedback, the “web resources,” which has excellent links to writing resources, and “Writing Tips and Handouts,” which has suggestions about many writing issues. Students can make appointments for in-person consultation about writing.

“Empathy” Goals of the Course

The course will examine public views of Congress and of state legislatures. Many people are very critical, frequently make either/or judgments (e.g., “terrible”), and often are minimally informed. As noted on page 1, a **core course goal** is to stimulate students to “put themselves in the shoes of” members of Congress and of state legislators to attempt to understand and develop empathy about their circumstances and conflicting public expectations. When possible, this course will utilize guest speakers or other methods to expose students to public officials and candidates. Whether or not such exposure is possible, all students should consistently think about challenges and pressures facing legislators, other public officials, and candidates, as suggested by course materials. The aim is to help develop more nuanced ways of thinking about politics and avoiding either/or, minimally informed judgments.

Legislative Analysis Reports

Each student is to analyze four national-government legislators and one current legislative issue.

Both analyses should follow the writing guidelines above and should be no longer than 10 single-spaced pages of text, though they may be **considerably shorter**; attached tables or similar do not count as part of page length maximum). Please **number pages** and carefully write and proofread. Tables or other data can be added as extra pages at the end of the paper and do not count in maximum length.

Each student will submit a statement, due the fourth class meeting, to indicate which legislators he or she will examine and which policy issue/legislation she or he will analyze, carefully stating reasons for the choices.

Report 1: Legislator Analysis (due Wednesday, October 17): Select **two** members of the US House **and two** from the US Senate, collect information, and write a brief analysis. (For extra credit do the same for at least one member of the state legislature in your home state.) **For each house**, select one member with whom you think you generally agree and one with whom you are likely to disagree. The topics to be examined are: brief characteristics of the district/state each represents, brief summary of each member's pre-legislative background (education, profession, pre-legislative elective offices, and so on), summary of each member's positions in that legislative body (committees and so on), summary of the member's ideological positions/group ratings, and then a statement about each member's position on at least three current issues. Much of the information is available from the Project Vote Smart web site (see listing on page 5 below), at the web sites of the members of Congress (though be **cautious** using these, since unavoidably they serve as uncritical advertisements for the members), as well as from Barone and others, *Almanac of American Politics*, or Congressional Quarterly's *Politics in America* (one or both available in most libraries, usually reference), and in *Congressional Quarterly Weekly Report (CQ)*, available in many libraries. See also the web guide on pages 293-294 of Sinclair's *Unorthodox Lawmaking*, a course text.

Report 2: Issue/Legislative Analysis (due Wednesday, November 7): Select a current issue or active legislative proposal and analyze it. Describe any specific bills associated with that issue that are currently or recently before Congress. State various positions on each bill, making clear the position of the Bush administration (if they have stated one) and also the various "sides" in relation to the bill(s). Summarize the progress of the bill(s). Finally, analyze developments by drawing on appropriate course readings and class discussion. The web sites indicated below will be very useful for this. Carefully identify the **sources** you used, in a bibliography at the end, which you cite as used in each of the particular parts of the paper. CQ and other media will be very important for this project.

Reaction Notes

"Reaction notes" are intended to stimulate students to attend to media coverage of Congress. **At least five Wednesdays** during the quarter, each student is to submit a maximum 2-page single-spaced "reaction" to a news account about Congress that has appeared recently in the *New York Times* (hard copy or online) **or** the *Washington Post* (online). Each news account should be chosen because it **relates to topics about Congress (or possibly state legislatures) that have been discussed in class materials either that week or the previous week**. **Attach** to the 1-page reaction the **news item** (news report or news analysis) **or opinion item** (editorial, column, or letter to the editor). "Reaction" means to state briefly the core point or points of the news or opinion item and then—**most important**—to relate it to relevant course material. Each item is worth a maximum of 20 points, 100 points total. If a student submits more than five reaction notes, the best five will count.

Response Papers (RPs)

Four response papers (RPs) are required, each worth a maximum of 100 points, a total maximum 400 points. Each is to systematically respond to questions distributed in advance, which will ask students to examine and apply course materials, often drawing also on current developments.

The questions to be addressed in each response paper will be distributed at least one week before that RP is due. Response papers are to draw on relevant readings and possibly current materials to respond to synthesis questions related to that part of the course. Specific guidelines, including estimated page length, will be provided for each response paper.

Note that RPs are due on **Friday** instead of on a class day, to allow students to incorporate that week's materials in the RP. Each RP is **due by 5 p.m. on the day indicated in the schedule**, either to the Political Science office or submitted as Word attachment to e-mail, sent to my e-mail address (top of page 1, above).

Following the guidelines stated above, each response paper should be single-spaced, carefully written, and carefully proofread. I strongly recommend that you use a **spell checker and a grammar checker**. Instead of footnotes, identify sources of quotes, paraphrases, or similar by name of the author, in parentheses, with page or chapter numbers. If you use course materials, you need not provide full citations but only name(s) of author(s) and page numbers, e.g., (Patterson, pp. 20-22). If you use other, non-course materials include the full citation at the end of the response paper, using **standard form**, as follows: **for journal or magazine article**: Author, "Title," *Journal*, Volume and number (or date), page numbers; **for book**: Author, *Title*, edition, if not first (City, Publisher, year). Author should include first and last name and middle initial. Underlining can replace *italics* in titles. A **link to citation styles** is available at: http://www.dianahacker.com/resdoc/social_sciences/intext.html.

Normally RPs will be four to six single-spaced pages in length, following the writing guidelines. Longer, carelessly written papers receive lower grades than shorter, carefully written papers, so length is not a primary criterion. Instead, the **criteria** for evaluating RPs are: (1) respond to each part of the questions for that RP; (2) draw on—and cite!—relevant course materials, including possibly recent media examples; and (3) quality of writing, showing careful writing, organization, proofreading, and similar. Criteria 1 and 2 are the primary criteria.

Students can reflect **extra credit** reading, as identified for each RP in the Topic and Reading Schedule. Extra credit is **totally optional** and is **not** required in order to do well in the course. Summarize the main points of the chapter or chapters read and state reactions, e.g., whether agree or disagree, how that reading relates to other course materials, how it relates to current media examples, or similar. Be careful to **label** it as "extra credit" and to **identify** the source.

Graduate Student Book Analysis

Graduate students—those enrolled in PS 511—are required to read one of the four books listed on page 2 above and write an analysis of that book. (Those enrolled for PS 411 can read one of these for extra credit, as indicated for each Response Paper in the Topic and Reading Schedule, and as indicated immediately above. Graduate students can read a second one of those books—not read for graduate book analysis—for extra credit on RPs.)

The book analysis should do the following: (1) state the main theme and approach of the book, that is, what its author is intending to accomplish; (2) provide a chapter-by-chapter summary of the book, which involves identify the core point or topic of each chapter and summarizing the main points of the author(s); (3) evaluate the book's strengths and weaknesses, drawing on personal evaluation and possibly (and optionally) also on published reviews (be cautious using Amazon or similar "reviewer" material; some of those reviewers are capable and informed but others simply "have an ax to grind"); and (4) relate the book carefully and systematically to other course material.

Useful Web Sites

In doing analyses and observing news and other media I encourage students to use online sources to supplement print media. Useful starting points, each containing links to many other sites, are (**all addresses are preceded by http://**):

- OSU Political Science Department home page oregonstate.edu/cla/polisci/
- Project Vote Smart (formerly in Corvallis; excellent on domestic politics) www.vote-smart.org; this is an indispensable site for studying Congress and its members; it will be essential for the legislator and issue legislative analyses
- Excellent starting points about current political developments are www.washingtonpost.com and also www.nytimes.com (the NYT and *Post* sites, as well as those of many other news outlets, require "registration," for which there is no charge for registration); also see www.politicalindex.com; some parts of the NYT now require subscription
- FirstGov, the official US government web site starting point: www.usa.gov/
- Thomas (US Congress): thomas.loc.gov/; the standard official starting point for materials about Congress
- US Senate: www.senate.gov; this page provides links to various aspects of the Senate, including very useful reference links
- US Senate Democrats: www.democrats.senate.gov; as with other Democratic and Republican links, these are partisan and present materials from the perspective of the party, often slamming the other party, so use these materials cautiously
- US Senate Republicans: www.republican.senate.gov
- US House: www.house.gov; this page provides links to various aspects of the House
- US House Democrats: www.housedemocrats.gov (not yet in final form but provides links)
- US House Republicans: www.gop.gov
- Library of Congress research page: lcweb.loc.gov/rr/tools.html
- US government documents: www.gpoaccess.gov/index.html
- Useful political science Web search starting points: www.policy.com/; www.politicalindex.com, and

www.lib.umich.edu/libhome/Documents.center/polisci.html

- An excellent media starting point is www.newslink.org, with links to newspapers, magazines, and radio-TV; see especially its list of political and opinion magazine links: [newslink.org/mpol.html](http://www.newslink.org/mpol.html); two excellent sets of media links are available at this web site, www.movingideas.org/links/ (see “Alternative Media” [various ideological media] and “Media Old and New”)
- An excellent starting point for a range of views on current news is headlines.yahoo.com/Full_Coverage
- Some specific media sites are: www.cnn.com; www.abcnews.com; www.cbs.com; www.msnbc.com/news, and foxnews.com
- An excellent link to conservative media and other materials is www.conservativeusa.org/ritelink.htm. There appears to be noting as complete for liberal media but somewhat comparable is www.liberaloasis.com/.
- Data on television news coverage, daily, weekly: www.tyndallreport.com/tw0316.php3 and the Vanderbilt Television News Archive (data back to 1968), tvnews.vanderbilt.edu/
- A number of commercial (for-profit) pollsters, some of whom work at least sometimes for candidates and other political figures are available online at the following web addresses (see also the links in roper, immediately above): Frank Luntz (probably the most influential Republican pollster) www.luntz.com/; www.zogby.com/; www.pos.org/; www.yankelovich.com/; Stan Greenberg (a pollster who usually works for Democrats) www.greenbergresearch.com/; www.wirthlin.com/ (Republican)
- Two sites that contain many articles, including possibly some of those required for this course, are web.lexis-nexis.com/universe and “e-journals,” from the main OSU Library page osulibrary.oregonstate.edu/, via the web
- Two online book companies, Amazon (amazon.com/) and Barnes and Noble (www.barnesandnoble.com), have information about and reviews of books relevant to this course; students can order course books from these sites at a discount, though they charge for shipping and handling (be **cautious** in using their “book reviews,” since they vary greatly in quality)

Summary of Course Organization and Assignment Due Dates

⇒ **The overall structure of the course includes five parts:**

Part I: Classes 1-3. Introduction to core concepts and issues

Part II: Classes 4-6. Individual legislators and legislators “at home”

Part III: Classes 7-10. Legislators in the capital

Part IV: Classes 11-16. Legislative interaction with other groups, and legislative policy making

Part V: Classes 17-20. Legislative evaluation and change

⇒ **Brief Overview of Course Due Dates (these are subject to slight change, as announced in class)**

No later than Monday, October 1 Complete and turn in the course grade form (the last page of this syllabus)

Wednesday, October 3 Statement due about legislators to be studied and topic of legislative analysis

Friday, October 12 Response Paper (RP) 1 due

Wednesday, October 17 Report 1 (four national legislators) due

Friday, October 26 RP 2 due

Wednesday, November 7 Report 2 (issue/legislative analysis) due

Friday, November 16 RP 3 due

Friday, November 30 RP 4 due

Tuesday, December 4 Graduate student book analysis due, 5 p.m. (tentative)

Detailed Topic and Reading Schedule

The course books have different aims and so different uses in the course.

These are the core course texts, to be read carefully (if read on reserve, take careful notes):

Davidson, Oleszek, and Lee, *Congress and Its Members*, 11th edition: This is essentially the **core text** of the course, and provides the overall framework: legislators at home and in the legislative capitals. Get the latest edition, just published. Students are to read this book carefully, so probably should buy this book, even though a copy is available on reserve.

Rosenthal, *Heavy Lifting: The Job of the American Legislature*: This examines state legislatures as Davidson-Oleszek-Lee does for national legislatures.

These contain illustrative material. Read these for core points and how they illustrate other course materials:

Price, *The Congressional Experience*, 3rd edition: David Price earned a Ph.D. in political science from Yale, with his area of academic expertise being Congress. After teaching at Duke University, he ran for Congress, won, later was defeated and then re-elected. So he speaks from both academic expertise and personal experience. This probably is the best book of its kind. Some previous student readers have suggested that he focuses too much on himself, though presumably his personal experience is what makes this book most useful. This reads easily on reserve (at least two copies are available on 2-hour reserve), but take good notes about how he illustrates core course points.

Sinclair, *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*, 3rd edition (be careful to get this just-published edition, which contains much new material): This collection examines how Congress actually makes laws, which reflects changes from the traditional methods. Most of the book is required reading; read this for example rather than detail, but if you read this on reserve be sure to take careful notes.

Note: Remember that **all required books** have been ordered for **2-hour reserve** in Valley Library.

Read regularly to be able to participate in class discussion. Study carefully text graphs and similar. Know core points and supporting details of chapters. In addition to required reading, also regularly look at various media, especially the *New York Times*, possibly the *Washington Post*, and possibly others, e.g., *The Economist*. Monitoring television news coverage occasionally also is recommended. Remember that **current media coverage** is important for **reaction notes**.

⇒ **Guidelines for Reading**

1. **Reminder:** Read for concepts and general approaches, not details. Although there are no quizzes or objective exams, pay attention to core points of reading to reflect in RPs and other assignments.
2. I will provide suggestions to guide required course reading.
3. It is very important to reflect relevant course readings in response papers, and to cite them.
4. Reading the *New York Times*: At least every few days look through the NYT and save items related to Congress or, less often, state legislatures, to discuss and to reflect in "reaction note" assignments and probably also in RPs.
5. Many classes will involve in-class writing, to stimulate thinking and as a form of "attendance," which is one factor used to decide borderline grades.

⇒ **Detailed Topic and Reading Schedule** (Tentative and subject to slight change; any changes will be announced in class. In addition, important or major changes will be posted on Blackboard documents in a revised syllabus.)

Note: All required course materials are available on reserve in Valley Library. Books are listed by name of author(s). **Read regularly** to be able to participate in class discussion. Study text graphs and similar carefully. Know core points and supporting details of chapters. **Reminder:** Current national political events will be discussed in class, so pay attention to news media, especially about topics assigned for that week.

In addition to required reading, also regularly look at the *New York Times* (online or hard copy), the *Washington Post* (online). I strongly recommend that you look at the *Congressional Quarterly Weekly Report* (CQ, in the Valley Library) at least occasionally. The *Oregonian* and other newspapers carry materials about state legislatures, though less when the legislature is not in session (as is true fall 2007 for the Oregon legislature). I also suggest that students visit various congressionally-related web sites at least occasionally (see the list on page 5, above).

Part I. Introduction to the Study of Legislators and Legislatures

1. **Monday, September 25. Introduction to the Course: The Two Legislatures—At Home and in the Capital**
Davidson, Oleszek, and Lee, *Congress and Its Members*, Preface
Rosenthal, *Heavy Lifting*, Preface
2. **Wednesday, September 27. The Two Legislatures: At Home and in the Capital**
Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 1
Rosenthal, *Heavy Lifting*, Preface, Introduction, and ch 1
3. **Monday, October 1. US Legislatures through History**
Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 2, and inside front and back covers (time lines)
Rosenthal, *Heavy Lifting*, ch 2

Part II. Individual Members and Legislators "At Home"

⇒ **Reminder:** At least five (5) Wednesdays during the quarter, submit a 1-2 page "reaction note"

4. **Wednesday, October 3. Recruitment and the Legislative Environment**
Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 3
Price, *The Congressional Experience*, Prefaces to 1st, 2nd, and 3rd editions, and ch 1 (reminder: this book easily so can be read on reserve, but if so, take notes about how it illustrates core course points)
Rosenthal, *Heavy Lifting*, ch 3

Due: Statement about legislators for study and about topic of legislative analysis (un-graded, so indicate name)

5. Monday, October 8. Legislative Elections

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 4

Price, *The Congressional Experience*, ch 2 and 3 (reminder: this book can easily be read on reserve)

Rosenthal, *Heavy Lifting*, ch 5

Recommended: LeDuc, Niemi, and Norris, eds., *Comparing Democracies 2* (Sage, 2002), chapter 2, "Electoral Systems" (in **Blackboard documents**)

6. Wednesday, October 10. "Hill Styles and Home Styles" and Members and their Characteristics

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 5

Price, *The Congressional Experience*, ch 4 and 10

Review Rosenthal, *Heavy Lifting*, ch 3

Due Friday, October 12: Response Paper 1, responding to the RP 1 questions (from now on, "Response Paper" will be abbreviated "RP"); extra credit: Mann-Ornstein, *Broken Branch*, Preface and ch 1-2; Mycoff-Pika, *Confrontation*, ch 1/ch 2; Oleszek, *Congressional Procedures*, ch 1/ch 2 (**Note:** in **extra credit reading**, a slash [/] indicates **either/or**, that is, either chapter X or chapter Y or both).

Part III. Legislators in the Capital

7. Monday, October 15. Legislative Leaders

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 6

Price, *The Congressional Experience*, ch 8

Rosenthal, *Heavy Lifting*, ch 7

8. Wednesday, October 17. Legislative Committees

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 7

Price, *The Congressional Experience*, ch 5

Due: Report 1: House and Senate Legislators

9. Monday, October 22. Legislative Rules and Procedures

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 8

Rosenthal, *Heavy Lifting*, ch 4

10. Wednesday, October 24. Legislator Decision Making

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 9

Sinclair, *Unorthodox Lawmaking*, Preface, and ch 1 and 6

Due Friday, October 26: Response Paper 2, responding to the RP 2 questions; extra credit: Mann-Ornstein, *Broken Branch*, ch 3; Mycoff-Pika, *Confrontation*, ch 3; Oleszek, *Congressional Procedures*, ch 3/ch 4

Part IV. Legislative Interaction with Other Groups and Legislative Policy Making

11. Monday, October 29. Legislatures and Executives

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 10

Rosenthal, *Heavy Lifting*, ch 8

Sinclair, *Unorthodox Lawmaking*, ch 2 and 3

12. Wednesday, October 31. Congress, Bureaucracies, and Courts

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 11

Price, *The Congressional Experience*, ch 6

13. Monday, November 5. Legislatures, Interests, Budgets, and Domestic Policy

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 12-13

Price, *The Congressional Experience*, ch 7

Rosenthal, *Heavy Lifting*, ch 6

Sinclair, *Unorthodox Lawmaking*, ch 4 and 5

14. Wednesday, November 7. Congress and National Security

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 14

Price, *The Congressional Experience*, ch 9

Due: Report 2: Issue/Legislative Analysis

15. Monday, November 12. Examples of Legislative Processes: Domestic

Sinclair, *Unorthodox Lawmaking*, review ch 5 and 6 and read ch 10, 11, and 12

16. Wednesday, November 14. Examples of Legislative Processes: Foreign and Appropriations

Sinclair, *Unorthodox Lawmaking*, ch 7 and 8 (ch 9 is extra credit)

Due Friday, November 16: Response Paper 3, responding to the RP 3 questions; extra credit: Mann-Ornstein, *Broken Branch*, ch 4; Mycoff-Pika, *Confrontation*, ch 4/ch 5; Oleszek, *Congressional Procedures*, ch 5/ch 6/ch 7; Sinclair, *Unorthodox Lawmaking*, ch 9

Part V. Legislative Evaluation and Change

17. Monday, November 19. Evaluating Recent US Congresses and US Legislatures in Comparative Perspective

John Dean, *Broken Government*, ch 1 (“First Branch: Broken but Under Repair;” book on reserve and chapter in **Blackboard documents**)

Comparative: reading to be announced: _____

18. Wednesday, November 21. No class

No class the day before the Thanksgiving holiday

19. Monday, November 26. Congress, Ethics, Religion, and Related Non-traditional Topics

Price, *The Congressional Experience*, ch 11 and 12

20. Wednesday, November 28. Evaluating and Changing Legislatures

Davidson, Oleszek, and Lee, *Congress and Its Members*, ch 15

Price, *The Congressional Experience*, ch 13

Due Friday, November 30: Response Paper 4, responding to the RP 4 questions; extra credit: Mann-Ornstein, *Broken Branch*, ch 5/ch 6-7; Mycoff-Pika, *Confrontation*, ch 6/ch 7; Oleszek, *Congressional Procedures*, ch 8/ch 9/ch 10

Graduate student book analysis due: Tuesday, December 4, 5 p.m.

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OREGON STATE UNIVERSITY

PS 411_/511_ (Sahr)

LEGISLATIVE POLITICS

Fall 2007

Name: Last _____, First _____ Middle _____

Nickname, if prefer _____

OSU Student ID Number (clearly, with hyphens, as 930-123-456): _____

Local address: _____
_____ ZIP _____

E-mail address (print very clearly): _____ Local telephone: _____

Permanent address (if different): _____
_____ ZIP _____

Permanent telephone: (area code _____) number _____

From what high school did you graduate? Name _____, City/state _____

Year (start of quarter): freshman __, sophomore __, junior __, senior __, Master of Public Policy __, other graduate __, other __

Major (or likely major): _____ Minor (if any): _____

Career goals: _____

Previous college-level courses in American politics, US history, or similar related to this course, if any:

What other courses are you taking now (names and numbers)? _____

If you have ever lived in another country besides the US, which, when, and for what purpose: _____

If you can read or speak another language besides English, which and how fluently? _____

If you have athletics __, work __, or other required non-class activity (specify: _____) in addition to classes, check the appropriate space in the line above and indicate how many hours per week _____

If you have ever worked in government, a political campaign, media, or similar, check here __ and indicate the kind of experience and when: _____

What are the main reasons you are taking this course?

Response	1 _____	(100) _____
Papers:	2 _____	(100) _____
	3 _____	(100) _____
	4 _____	(100) _____
		Response Paper Total (four) (400)

Legislator Report: Names: _____
Written report _____ (150)

Legislation Report: Topic(s): _____
Written report _____ (150)

Reaction Notes Weeks 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ (five @ 20 maximum) ____/100

Graduate Student reading (_____) _____ (200)

_____ + attendance ____ (+ adjustment ____) = Total points _____ 800/1000 = _____ Percent = Grade _____