

Political Science 100B: The U.S. Congress
2019 Summer Session I: July 1 – August 3
Tuesdays and Thursdays 2:00-4:50pm in WLH 2114

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PURPOSE OF THE COURSE

This course will examine the nomination and election of congressmen, constituent relationships, the development of the institution, formal and informal structures, leadership, comparisons of House with Senate, lobbying, and relationship with the executive and judicial branches.

In addition, the course will focus on analyzing challenges associated with the competition and cooperation in the partisan legislative context. Students will explore potential solutions to these challenges, as well as evaluate the strengths and weaknesses of these solutions.

As a major component of the course, students will participate in a congressional legislative simulation. This simulation aims to provide students with first-hand experience with the complexities of the legislative process and policy-making.

COURSE LEARNING OBJECTIVES

1. Students will understand how cooperation and competition create opportunities and challenges for policy making.
2. Students will compare and contrast the House and the Senate in terms of their constituencies, goals, rules, processes, and structure.
3. Students will analyze the pros and cons of parties and party leadership in Congress and their ability to shape representation and policy-making.
4. Students will understand how the judicial and executive branches of government check and balance the power of Congress.
5. Students will identify challenges to effective representation in Congress and formulate possible solutions.
6. Students will design their own bills and work through the legislative process with participation in a congressional simulation.

REQUIRED READINGS

1. *The American Congress*. Steven S. Smith, Jason M. Roberts, Ryan J. Vander Wielen. Cambridge University Press.
 - a. 8th edition preferred; ISBN 978-1107618244
 - b. Available for free via course reserves; available for affordable rental and purchase options via Amazon and Barnes and Noble.
 - c. I highly recommend renting the Kindle version of the textbook from Amazon, as there are additional digital tools (like note-taking and flashcards, as well as digital searching) that will make studying easier for many students. It is also a more affordable option compared to many textbooks.
2. All additional readings and resources are available on TritonEd.

REQUIRED TECHNOLOGY

1. TritonEd
2. Poll Everywhere App (available on phones and laptops)
 - a. Please use your PID as your account name

GRADING & GRADING POLICIES

- Attendance/Participation- 15%
- District & Candidate Profile Report (due July 9th at 2pm)- 10%
- Bill Draft (due July 15th at 11:59pm)- 10%
- 5 Short Simulation Reflections (July 16th, July 18th, July 23th, July 30th; August 1st; all at 2pm)- 5% each, for a total of 25%
- Congressional Simulation Debrief (due August 2nd at 5pm)- 10%
- Final (8/3)- 30%

Grade appeals should be made to the instructor of the course. To appeal one's grade, the student must provide a one-page written summary of why there is concern about the grade. Please be aware that the regrade by the course instructor may lead to the same, better, or worse grade.

Extensions and Make-up exams will be dealt with on a case-by-case basis. Medical or any other university sanctioned supporting documentation should be submitted with the request for the extension or make-up exams.

RELIGIOUS & CULTURAL OBSERVANCES

Persons who have religious or cultural observances that coincide with this class should let me know in writing (by e-mail for example) by July 8, 2019. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by July 8, I will assume that you plan to attend all class meetings.

POINT OF VIEW

I encourage students to develop and express their particular points of view. I present a variety of viewpoints throughout the course in the readings and class activities. I encourage you to disagree with ideas in the readings or lessons, as well as the perspectives of fellow learners in the course.

Throughout the course, there will be many opportunities to explore different perspectives and contentious topics. I encourage everyone to express themselves respectfully. I also encourage people to try to understand why others disagree or hold other points of view. The issues we face in modern society are complex, so potential solutions are nuanced and imperfect. Deepening our understandings of other arguments enables civil and productive dialogue. It also allows us to more thoroughly engage with ideas. We will make mistakes when we speak and listen. I encourage everyone to listen with compassion and to ask questions to probe for understanding alternative points of view.

ACCESSIBILITY & ACCOMMODATIONS

If you have or think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, I can work with you, the Office for Students with Disabilities to help determine appropriate accommodations. I will treat any information about your disability with the utmost discretion.

Office for Students with Disabilities

Located near Center Hall, please see ([map](#))

Phone: (858) 534-4382

Fax: (858) 534-4650

<https://students.ucsd.edu/well-being/disability-services/>

ACADEMIC INTEGRITY

All students are expected to adhere to UCSD's policies regarding Academic Integrity (<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>). Unless otherwise stated, the assignments in this course are to be completed independently. Any instances of cheating, plagiarism, or dishonesty will result in failure for the course.

FINAL EXAM

Final Exam is on Saturday 8/3/19 from 3-5:59 pm (exam room to be determined)

The syllabus is your study guide. Use it!

The final exam will be a mixture of T/F, Definitions, IDs, Short Essays, and one Long Essay.

1. For the *Definitions* section, you will be given a definition and you will need to supply the word. These will be taken from the *Concepts* from each week.
2. For the *IDs* section, you will need to provide a definition, an example of the concept, and how the concept relates to politics. These will be taken from the *Concepts* from each week.
3. For the *Short Answer* section, you will need to succinctly answer select *Guiding Questions*.
4. I am giving you the prompt for the *Long Essay* from the beginning because it is an important question and deserves careful thought.

Describe one of the primary challenges discussed in this course facing Congress and create a plan to solve the problem. In your answer:

- a) Concretely identify and explain the problem.*
- b) Describe evidence of the problem.*
- c) Identify and explain the causes/ sources of the problem.*
- d) Create and lay out your solution, while noting the relevant actors in the solution (voters, politicians, civil society organizations, bureaucrats, etc.)*
- e) Critique and evaluate your solution:*
 - i. What are its strengths?*
 - ii. What are its weaknesses? How can you overcome these weaknesses?*

COURSE SCHEDULE/OBJECTIVES

1. July 2: Introduction to Representation

- a. Guiding Questions:
 - i. What is representation?
 - ii. How does the structure of institutions shape representation?
 - iii. Why did the founders choose a bicameral structure to the federal government?
 - iv. What are the constraints on congressional power?
- b. Concepts:
 - i. Constituency
 - ii. Bicameral legislature
 - iii. District Magnitude
 - iv. Single-Member Districts
 - v. Multimember Districts & Proportional Representation
 - vi. Descriptive Representation
 - vii. Substantive Representation
 - viii. Redistricting
 - ix. Apportionment
 - x. Responsiveness
 - xi. Accountability

2. July 4: No Class: Happy 4th of July!

3. July 9: Members' Goals & Strategies

- a. Guiding Questions:
 - i. How do legislators understand their constituency?
 - ii. How do legislators balance competing national and local level goals?
 - iii. How do legislators differ in their goals and strategies?
 - iv. How do the constituencies of Senators and House members differ?
- b. Concepts:
 - i. Constituency
 - ii. Fenno's Four Types of Constituencies
 - iii. Home Style
 - iv. Credit claiming
 - v. Advertising
 - vi. Position Taking
 - vii. District work
 - viii. Descriptive Representation
 - ix. Substantive Representation
 - x. Symbolic Representation
 - xi. Multidimensional Representation
 - xii. Principal-Agent Problem
 - xiii. Distributive Politics
- c. Preparation:
 - i. *The American Congress*, Chapter 4

- ii. *The Daily*, “A Republican Congressman From Texas Who Opposes the Wall,” January 17, 2019 (podcast, 20 minutes)
 - a. <https://www.nytimes.com/2019/01/17/podcasts/the-daily/will-hurd-border-wall-trump.html>

4. July 11: Parties and Leaders

- a. Guiding Questions:
 - i. What purposes do political parties serve and how are they structured?
 - ii. What roles do parties and leadership play in Congress?
 - iii. How do majority parties and leadership shape the legislative agenda?
 - iv. How do parties and leaders shape members’ behavior?
 - v. How have parties changed over time?
- b. Concepts:
 - i. Majority Leader
 - ii. Minority Leader
 - iii. Majority & Minority Whips
 - iv. Speaker of the House
 - v. President of the Senate
 - vi. President pro tempore of the Senate
 - vii. Agenda Setting
 - viii. Partisan Realignment
 - ix. Hastert Rule
 - x. Referral Rule
- c. Preparation:
 - i. *The American Congress*, Chapter 5

5. July 16: Making Policy: Legislative Rules & Processes

- a. Guiding Questions:
 - i. Who and what determines the legislative rules in both houses?
 - ii. How can elected officials and parties manipulate legislative rules to best suit their preferred policy outcomes?
 - iii. How do the rules differ between the House and the Senate?
 - iv. What are the different types of legislation?
 - v. How does a bill become law? What are the various challenges at each stage to passing a piece of legislation?
 - vi. How have the changes in voting procedures in the House changed the distribution of legislative activity and floor voting behavior? What evidence supports this conclusion?
 - vii. How are roll-call votes used to estimate a legislator’s policy preferences? What are the problems associated with making such inferences about a legislator based on their roll-call votes?
- b. Concepts:
 - i. Quorum
 - ii. Cloture
 - iii. Filibuster
 - iv. “Special Rule” in the House

- v. Roll Call Vote
- vi. Coalitions
- vii. Ideal Points
- viii. Gridlock
- c. Preparation:
 - i. *The American Congress*, Chapters 7 & 8
 - ii. Binder, Sarah. 2010. "History of the Filibuster." Testimony given before the Senate Rules and Administration Committee. *Brookings Institution*. April 22, 2010. <https://www.brookings.edu/testimonies/the-history-of-the-filibuster/>
 - iii. Conradt, Stacy. 2013. "5 Famous Filibusters." *Mental Floss*. March 8, 2013. <http://mentalfloss.com/article/49360/5-famous-filibusters>

6. July 18: Committees in Congress

- a. Guiding Questions:
 - i. Why does Congress have committees? What functions do they serve?
 - ii. What powers do committees have?
 - iii. What role do committees play in shaping policy outcomes?
 - iv. How do committees serve the goals of individual legislators?
 - v. What affects the power and roles of committees over time?
 - vi. How can committee composition affect legislative outcomes?
- b. Concepts:
 - i. Committee Chair
 - ii. Committee Ranking Member
 - iii. Seniority
 - iv. Standing Committees
 - v. Ad Hoc Committees
 - vi. Conference Committees
 - vii. Joint Committees
 - viii. Subcommittees
 - ix. Gatekeeping Authority
 - x. Power of Proposal
 - xi. Positive and Negative Powers of Committees
- c. Preparation:
 - i. *The American Congress*, Chapter 6
 - ii. "House Passes Bill to Address Border Crisis with \$4.5 Billion in Emergency Funding." *NPR*. June 26, 2019. <https://www.npr.org/2019/06/26/736193321/house-passes-bill-to-address-border-crisis-with-4-5-billion-in-emergency-funding> (News clip, 5 minutes)

7. July 23: Congressional Elections

- a. Guiding Questions:
 - i. How does candidate evaluation affect the diversity of Congress?
 - ii. What factors matter in Congressional elections?
 - iii. How do congressional elections work?
 - iv. How do campaigns help to shape the agenda?
- b. Concepts:
 - i. Primary Election

- ii. General Election
 - iii. Apportionment
 - iv. Role of Gerrymandering
 - v. Candidate Evaluation
 - vi. Incumbency Advantage
 - vii. Competitiveness
 - viii. Candidate Quality
 - ix. Campaign Funding
 - x. Campaign Advertising: Negative Ads, Positive Ads
 - xi. *Citizens United v. FEC*
- c. Preparation:
- i. *The American Congress*, Chapter 3
 - ii. *Planet Money* “Episode 873: The Seattle Experiment” November 2, 2018 (podcast, 23 minutes)
 - i. <https://www.npr.org/sections/money/2018/11/02/663492385/episode-873-the-seattle-experiment>

8. July 25: Congress & Budgets and Lobbying

- a. Guiding Questions:
- i. What functions do lobbyists serve in the legislative process?
 - ii. Why is lobbying considered controversial?
 - iii. How and why is lobbying regulated?
 - iv. Is lobbying egalitarian?
 - v. How does Congress set its budget?
 - vi. How does divided control of Congress and the president affect budget politics?
 - vii. What are the advantages and disadvantages to demanding consensus between Congress and president over the federal budget?
- b. Concepts:
- i. Lobbying/Lobbyist
 - ii. Inside v. Outside Lobbying
 - iii. Interest Groups
 - iv. The “Revolving Door”
 - v. Federal Outlays
 - vi. Entitlements
 - vii. Discretionary Spending
 - viii. Appropriations Bills
 - ix. Continuing Resolutions
 - x. Federal Shutdown
 - xi. Sequestration
 - xii. Gephardt Rule & Debt Ceiling
 - xiii. PAYGO & CutGo
 - xiv. Earmarks
- c. Preparation:
- i. *The American Congress*, Chapters 11 & 12
 - ii. Champlin, Reid. 2019. “As progressives call for student debt cancellation, loan companies flex influence in Washington.” *Open Secrets*. June 26, 2019.

<https://www.opensecrets.org/news/2019/06/call4-student-debt-cancellation-loan-companies-flex-influence/>

9. July 30: Congress & Other Branches of Government

- a. Guiding Questions:
 - a. What tools can the president use to affect legislative outcomes with and without Congressional involvement?
 - b. What role does the executive branch have in executing Congress's will? How can Congress hold the bureaucracy accountable?
 - c. How does the Supreme Court hold Congress accountable? What are some of the issues on which the Court has pushed back against Congress?
 - d. How are courts able to serve as policy makers? What are key examples of judicial activism?
- b. Concepts:
 - a. Divided & Unified Government
 - b. Checks and Balances
 - c. Separation of Powers
 - d. Presidential Veto
 - e. Veto Threats
 - f. Pocket Veto
 - g. "Going Public"
 - h. Bureaucratic Delegation
 - i. Executive Orders
 - j. Sunset Provisions
 - k. Presidential Nominations & Senate Confirmation
 - l. Senatorial Courtesy
 - m. Police Patrol v. Fire Alarm Oversight
 - n. Legislative Veto & *Immigration and Naturalization Service v. Chadha*
 - o. Judicial Review & *Marbury v. Madison*
 - p. Line Item Veto & *Clinton v. City of New York*
 - q. The Commerce Clause
- c. Preparation:
 - i. *The American Congress*, Chapters 9 & 10

10. August 1: Diversity in Congress & Responsiveness

- a. Guiding Questions:
 - i. To whom is Congress responsive? How do we know?
 - ii. To what extent does the composition of Congress reflect the composition of the U.S.? Why does descriptive representation matter?
 - iii. What is partisan polarization? What are its consequences?
- b. Concepts:
 - i. Partisan Polarization
 - ii. Descriptive Representation
 - iii. Median Voter Theorem
- c. Preparation:
 - i. Jacobson, Gary C. 2013. "Partisan Polarization in American Politics: A Background Paper." *Presidential Studies Quarterly*, 43(4):688-708.

- ii. Erickson, Robert S. 2015. "Income Inequality and Policy Responsiveness." *Annual Review of Political Science*, 18: 11-29.
- iii. Griffin, John D. 2014. "When and Why Minority Legislators Matter." *Annual Review of Political Science*, 17: 327-336.
- iv. Kurtzleben, Danielle, Sean McMinn, and Renee Klahr. 2019. "What It Looks Like To Have A Record Number Of Women In The House Of Representatives" *NPR*. January 4, 2019.
<https://www.npr.org/2019/01/04/678227272/what-it-looks-like-to-have-a-record-number-of-women-in-the-house-of-representati>
- v. Matthews, Dylan. 2018. "The case for massively expanding the US House of Representatives, in one chart." *Vox*. June 4, 2018.
<https://www.vox.com/2018/6/4/17417452/congress-representation-ratio-district-size-chart-graph>