

# The President & the Congress

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Professor: Dr. Lisa Hager

Course Number: POLS 400-S01 (3 Credits)

Class Time: Mondays, Wednesdays, & Fridays—10:00-10:50 AM

Classroom: Solberg Hall 0008

Office Location: West Hall 216

Office Hours: Mondays & Wednesdays—11:00 a.m.-1:30 p.m. or via email

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**Course Description:** This course explores the role of the U.S. President and Congress in the American political system through the study of theories that guide research on these two branches of government and contemporary political issues. Some of the topics that will be addressed are: presidential power and elections, congressional power and elections, congressional behavior (i.e., member goals and strategies, parties, leaders), congressional policymaking, and interbranch relations (i.e., how Congress and the President interact with one another, the bureaucracy, and the Supreme Court). At the end of the semester, students will appreciate the political and institutional dynamics within and surrounding the President and Congress and the role and influence of both in policymaking.

**Prerequisites and Fulfilling Degree Requirements:** The prerequisite for this course is American Government (POLS 100). Most often this course is used to fulfill requirements for a major or minor in political science. Consult the 2016-2017 Undergraduate Catalog or contact your academic advisor for more information.

**Course Goals:** There are five goals for this course. The first goal is that students refine their understanding of Congress and the Presidency as political institutions and gain an appreciation for the history, significance, and role of both branches in policymaking. In order to fully understand the political and institutional dynamics within and surrounding the President and Congress, the second goal of this course is for students to become more comfortable with the theories that guide research on these two branches of government. Taken collectively, the knowledge acquired in this course is related to the third goal of this course; which is, that students will leave this course with the ability to fully comprehend political news related to congressional and executive branch politics. In addition, politically knowledgeable, active and engaged citizens must be able to formulate, communicate, and defend opinions. As a result, the fourth goal of this class is to hone these skills by improving each student's critical thinking and writing abilities. In addition, students will also work to refine their research skills by producing and clearly explaining research conclusions grounded in appropriate theoretical frameworks. A defining characteristic of executive and legislative politics is that there are two sides to every issue, so the fifth goal is that students will learn to identify, appreciate, and respond to opposing viewpoints. This is important within the context of being a politically knowledgeable, active, and engaged citizen and conducting academic research. Thus, students will also work to improve their ability to discuss and defend their research findings in light of studies that reached other conclusions.

**Course Learning Outcomes:** A combination of lecture, discussion, and experiential instructional techniques will be used throughout the semester to produce specific learning outcomes that are targeted at meeting course goals. Below are the learning outcomes associated with each course goal and the assignment(s) that will be used to assess student progress towards meeting each goal.

1. Understand the institutional and political dynamics within and surrounding Congress and the Presidency.
  - a. Recognize and explain the terminology, concepts, and processes associated with the structures and functions of the legislative and executive branches.
    - Assignments: Reading Reactions, Discussion, Presidency Term Paper, and Reflection Essays.
2. Become comfortable with the theories that guide research on various aspects of the Congress and the Presidency.
  - a. Identify and discuss terminology, concepts, and methods associated with presidential and legislative behavior at both the individual level and institutional level.
    - Assignments: Reading Reactions, Discussion, Presidency Term Paper, and Reflection Essays.
3. Possess the skills to be a politically engaged and active citizen.
  - a. Connect course concepts to current events.
  - b. Demonstrate knowledge of how to interpret legislative and executive branch behavior from multiple angles and perspectives.
    - Assignments: Discussion, Press Clips, Co-Sponsor Memos, Presidency Term Paper, and Reflection Essays.
4. Formulate, communicate, and defend opinions and research conclusions.
  - a. Examine and evaluate competing political viewpoints presented in course materials.
  - b. Develop and succinctly articulate opinions based on fact.
  - c. Produce and clearly explain research conclusions grounded in appropriate theoretical frameworks.
  - d. Determine and express the strengths and weaknesses of an argument.
    - Assignments: Discussion, Presidency Term Paper, and Reflection Essays.
5. Identify, appreciate, and respond to opposing viewpoints.
  - a. Consider and relate to other viewpoints.
  - b. Convey disagreement respectfully and engage in meaningful conversations.
  - c. Discuss and defend research findings in light of studies that reached other conclusions.
    - Assignments: Discussion, Presidency Term Paper, and Reflection Essays.

**Enrollment and Official Registration:** The last day to add this course is Wednesday January 18, 2017. In order to receive a grade and course credit, students should confirm that they are enrolled by checking their class schedule (accessible through WebAdvisor) and correct any errors prior to the registration deadline.

**Course Withdrawal Deadline:** The last day to withdraw from this course is Monday April 3, 2017.

**Required Texts:**

Morris, Irwin L. 2010. *The American Presidency: An Analytical Approach*. New York: Cambridge University Press.

- ISBN: 978-0-521-72043-4

Smith, Steven S., Jason M. Roberts, and Ryan J. Vander Wielen. 2015. *The American Congress*. 9<sup>th</sup> ed. New York: Cambridge University Press.

- ISBN: 978-1-107-57178-5

**Other Required Readings:** Other required readings are available on Desire to Learn (D2L) as a PDF or Internet link, and should be read after the textbook. While completing reading assignments, it is strongly recommended that students take notes and bring them to class for discussion purposes.

**Class Format:** Lecture and discussion.

**Desire to Learn (D2L):** Students in this class are expected to utilize Desire to Learn (D2L) (accessible through [d2l.sdbor.edu](http://d2l.sdbor.edu) or MyState) to complete assignments, access additional readings, view grades, etc. It is strongly recommended that students complete their D2L profile and set-up email or text message notifications (see handout posted in Content under the Syllabus heading for instructions). Brightspace Pulse is the D2L mobile app (available on the App Store or Google Play) that helps students stay organized with built-in reminders for exams and assignments, access course information and complete assignments on the go, and receive real-time notifications when grades have been posted.

**Jacks Email:** It is at the professor's discretion to adjust or change the course schedule (this includes reflection essay dates and the due dates of assignments) at any time. Any changes will be announced over email. Students are expected to check their Jacks email ([jacksemail.sdstate.edu](mailto:jacksemail.sdstate.edu)) on a daily basis for such changes and other important announcements. If you would like to receive emails on your cell phone, download the Microsoft Outlook app (available on the App Store or Google Play). Make sure to forward all D2L email messages to this account as well (see handout posted in Content under the Syllabus sub-heading for instructions) to ensure all messages are received in a timely manner. Students should also use their Jacks email account to contact Dr. Hager to ensure messages do not get marked as SPAM. Expect to receive a response within 1-2 business days.

**Library Resources:** Students wishing to access campus library materials to complete any assignment while working from home or off-campus will need to enter their MyState username and password after clicking on any electronic resource. Additional instructions can be found here: <http://www.sdstate.edu/library/service/offcampusaccess.cfm>

**Technical Support:** The SDSU SupportDesk is your contact for any technical support, including Desire2Learn, needed for this course.

- Phone: (605) 688-6776
- Email: [sdsu.supportdesk@sdstate.edu](mailto:sdsu.supportdesk@sdstate.edu)
- Location: Administration Building 131

**Grading Scale:** A total of 100 possible points can be earned for all coursework. Letter grades are as follows: A (90-100 points); B (80-89 points); C (70-79 points); D (60-69 points); F (0-59 points).

**Grading Weights:** Students must complete all assignments to receive course credit. Assignments must be completed when due and multiple or mass submissions of late work at the end of the semester will not be accepted. Failure to turn in assignments on time will result in either no credit or a late penalty (see below). Consideration may be given for extenuating circumstances at the professor's discretion. Students can expect grades to be posted one week after the assignment's due date.

- Reading Reactions (5%)
  - Each week students are required to read chapters from one or both of the required textbooks for this course. On days where Dr. Hager covers material from the textbook, students will submit a short reaction on the reading. Using bullet points, first tell Dr. Hager which three concepts, themes, etc. from the textbook were easy to understand; and, second, list three questions that you have after completing the reading assignment. Questions can be over concepts that you didn't think the textbook explained well (e.g., What exactly is the role of the Senate in Supreme Court nominations and confirmations?) or current events relating to the textbook material (e.g., Why couldn't President Obama use his Appointment Clause power to place Merrick Garland on the Supreme Court?).
  - Reactions will be submitted through a D2L Dropbox in Content under the Reading Reactions sub-heading. Click on the appropriate Dropbox and select "Add Attachments." Upload your entry (Word documents or PDFs) and then submit it by clicking on "Upload." Reactions must be uploaded before class begins at 10:00 AM. See the Course Schedule for the dates when reactions are due. Each reaction will be graded based on timeliness, responsiveness (i.e., following the directions), and syntax (grammar, spelling, and punctuation). Students attending class or those with a documented excused absence will receive full credit. Students missing class without a documented excused absence will receive half credit. The Dropbox will not be available after the assignment's due date, so students neglecting to submit a reaction will receive a zero.
    - If you are a student interning in Pierre for part of the semester, the directions are the same with one exception: you must watch the lecture video posted on D2L in Content under the Lecture Video sub-heading before the next class period at 10:00 AM to receive full credit (e.g., watch the lecture video from January 11<sup>th</sup> before January 13<sup>th</sup> at 10:00 AM). You will receive half credit if you watch the lecture video at some point after the next class period but before the next reflection essay. Lecture videos will be posted by 1:30 PM on days when reactions are due. The videos will record the audio from class and Dr. Hager's computer screen.
- Discussion (15%)
  - Each week you will participate in a discussion with other students enrolled in the course. The discussion questions will help you reflect on what you're learning in the course and how course concepts and themes relate to current events.

- Dr. Hager will assign you to a group with 4-5 other students. Throughout the semester, students will take turns acting as the recorder and the timer. Before the first discussion, Dr. Hager will post group assignments and the schedule for which students will serve as the recorder and timer during each discussion. As the name of both roles suggest, timers make sure that the group stays on task and recorders take notes on what the group says during the discussion. Your grade will be determined based on what role you played, Dr. Hager's observations of your group, and the recorder's notes. Dr. Hager will be looking to see that each student completed the required reading and is engaged in the conversation. Dr. Hager will use the recorder's notes to supplement her observations to make sure that, in general, each group stayed on task and had a meaningful conversation. If the recorder feels strongly enough, they may choose to note if a fellow group member neglected to complete the reading assignment and did not participate in the discussion. If that accords with Dr. Hager's observation of the group, additional adjustments will be made to individual grades. Dr. Hager will not disclose whether the recorder made any comments. No aspect of the recorder's grade on their discussion notes will factor into the discussion grade of each individual group member (e.g., syntax or late penalties).
  - Students acting as the timer and recorder are still expected to participate in the discussion; however, the recorder's discussion grade for that week will also be determined based on their notes. Discussion notes will be submitted through a D2L Dropbox in Content under the Discussion sub-heading. Click on the appropriate Dropbox and select "Add Attachments." Upload your entry (Word documents or PDFs) and then submit it by clicking on "Upload." Discussion notes must be uploaded before the next class begins at 10:00 AM. See the Course Schedule for when discussion notes are due. Discussion notes are graded on timeliness, responsiveness (is each question listed with bullet points underneath summarizing what the group talked about?), substance (is it clear that the group had a meaningful discussion?), and syntax (grammar, spelling, and punctuation). Grades for tardy entries will be dropped one letter grade (A to B, and so forth) for each day past the due date. The Dropbox will no longer be available after the assignment's due date so please email Dr. Hager tardy entries.
- For discussions to run smoothly, students must attend class. Students without documented absences will receive a zero if they do not attend class on days when discussions are scheduled. Students with documented absences must answer each discussion question and email Dr. Hager their answers before the start of the next class period at 10:00 AM. If a student is aware of a date that they will not be able to serve as recorder (e.g., family vacation, school-sanctioned activity, etc.), they must notify Dr. Hager via email by **January 16<sup>th</sup>**. In the event of a scheduling conflict after this date, the student must find a fellow group member to switch with—pretend as if this is your job. Both students must notify Dr. Hager via email that a switch has occurred.
  - If you are a student interning in Pierre for part of the semester, the directions are the same with a few exceptions. Prior to the first discussion, you must decide a time and place each week that works for everyone to meet and complete the discussion. It is at that point in time that Dr. Hager will decide

a due date for discussion notes. Rather than submitting these via a D2L Dropbox, you will email them to Dr. Hager. Since Dr. Hager cannot observe your group, she will instead email each student who is not the recorder each week to gauge their thoughts on one or more of the discussion questions.

- Press Clips (15%)
  - Throughout the course of the semester, students will follow a rank and file member of the U.S. House of Representatives. Students must notify Dr. Hager via email of their top 3 selections no later than **January 27<sup>th</sup>**. Assignments will be made on a first-come, first-serve basis so Dr. Hager will periodically update a list of “taken” members on D2L in Content under the Press Clips sub-heading. This assignment gives students an opportunity to see what it is like to be a Congressional staffer by writing press clips for their member of Congress. Press clips provide an overview of the media’s coverage of your member and summarize district, national, and international news. Students will write press clips each week for their member of Congress. See the handout in Content under the Press Clips sub-heading for more specific instructions.
  - Press clips over the previous week will be submitted each week starting the week of February 6<sup>th</sup> through a D2L Dropbox located in Content under the Press Clips sub-heading (e.g., press clips due February 8<sup>th</sup> cover the week of January 29<sup>th</sup>-February 4<sup>th</sup>). Click on the appropriate Dropbox and select “Add Attachments.” Upload your entry (Word documents or PDFs) and then submit it by clicking on “Upload.” Entries must be posted before class begins at 10:00 AM. See the Course Schedule for due dates. Each entry will be graded on timeliness, responsiveness, substance, and syntax (grammar, spelling, and punctuation). See the assignment directions handout posted in Content under the Press Clips sub-heading for more information on how entries will be graded. Grades for tardy entries will be dropped one letter grade (A to B, and so forth) for each day past the due date. The Dropbox will no longer be available after the assignment’s due date so please email Dr. Hager tardy entries.
    - If you are a student interning in Pierre for part of the semester, the directions are the same.
- Co-sponsor Memos (10%, 5% each)
  - This assignment provides students with another opportunity to see what it is like to be a Congressional staffer. Co-sponsor memos summarize a bill and explain why the member of Congress should co-sponsor the bill. Twice throughout the semester, students will find a bill that has been introduced in the House of Representatives that they think their member of Congress should co-sponsor. Students will tailor their co-sponsor memo to the member they cover in the press clips assignment. See the handout in Content under the Co-sponsor Memos sub-heading for more specific instructions.
  - Co-sponsor memos will be submitted through a D2L Dropbox in Content under the Co-sponsor Memos sub-heading. Click on the appropriate Dropbox and select “Add Attachments.” Upload your entry (Word documents or PDFs) and then submit it by clicking on “Upload.” Co-sponsor memos must be uploaded before class begins at 10:00 AM on the days they are due. See the Course Schedule for the dates when co-sponsor memos are due. Each memo will be graded based on timeliness, responsiveness, substance, and syntax (grammar, spelling, and punctuation). See the

handout in Content under the Co-sponsor Memos sub-heading for more information on how co-sponsor memos will be graded.

- If you are a student interning in Pierre for part of the semester, the directions are the same.
- Students will also be graded based on their participation in the co-sponsor memo simulations. This is your opportunity think about what is in your member's best interest and to see another way in which members of Congress become co-sponsors of bills. Oftentimes, staffers will approach one another to encourage their boss to co-sponsor a bill. During the simulations, students will assume their boss just signed onto the bill and take this approach to see how many other "staffers" they can convince to talk to their boss about co-sponsoring the bill. Throughout the simulations, Dr. Hager will play a staffer from Congressman Dan Lipinski's office. Grades will be determined based on your conversation with Dr. Hager and her observations of your conversation with other students. For the simulations to run smoothly, students must attend class. Students without documented absences will receive a zero. Students with documented absences must discuss their co-sponsor memo with Dr. Hager during her next scheduled office hours.
  - If you are a student interning in Pierre for part of the semester, the directions for the simulations are the same with a few exceptions. Prior to the simulations, you must decide a time and place that works for everyone to meet and complete the simulation. It is at that point in time that Dr. Hager will decide a due date for your reports on the simulations. Since Dr. Hager cannot observe your interactions with each other, you will email her a report of how you pitched your bill to the other "staffers," how they responded (e.g., questions asked, etc.), and whether you got them to agree to talk to their boss. This will also start your dialogue with Dr. Hager in her role as a staffer from Congressman Lipinski's office.
- Presidency Term Paper (30%)
  - At the beginning of the semester, students will learn about the theories of presidential power. Over the course of the semester, students will research the Obama presidency and write a 7-8 page paper on which theory or theories of presidential power best describe his legacy or his individual accomplishments. More specific instructions, grading, and due dates will be discussed in class and posted on D2L under Content in the Presidency Term Paper sub-heading. The breakdown of this grade is as follows:
    - Outlines (5%)
      - Outlines will help students organize and synthesize the research they've conducted on the Obama presidency. The outline will essentially serve as a road-map to help make writing the rough draft easier. In addition to submitting an outline to Dr. Hager, students will discuss their outlines with their discussion group members. This provides students with an opportunity to receive feedback on their ideas from their fellow group members before writing their papers. Additional directions, grading criteria, and due dates are provided in the handout posted on D2L under Content in the Presidency Term Paper sub-heading.

- Rough Drafts (10%)
  - Writing a rough draft helps ensure that writing a term paper does not become a daunting task. Additionally, producing a rough draft ensures that students engage in an important part of the writing process: revising and editing. Students will peer review each other's papers in class and provide feedback relating to the grading criteria. This feedback should help students improve their paper and their overall grade on the paper. Additional directions, grading criteria, and due dates are provided in the handout posted on D2L under Content in the Presidency Term Paper sub-heading.
- Final Papers (15%)
  - See the handout posted on D2L under Content in the Presidency Term Paper sub-heading for directions, grading criteria, and due dates.
- Reflection Essays (25%, 5% each)
  - Throughout the semester each student will answer questions designed to allow them to reflect upon what they learned in that portion of the course. Students are responsible for all material covered in lectures, class handouts, and assigned readings prior to the reflection essay. See the handout on reflection essay preparation posted in Content under the Reflection Essays sub-heading.
  - Reflection essays can be accessed on D2L in Content under the Reflection Essays sub-heading. Click on the relevant reflection essay and start by selecting "Start Quiz!" To submit the reflection essay, select "Go to Submit Quiz," review your answers, and click on "Submit Quiz." Students will have 50 minutes to complete each reflection essay, so it is imperative that you study beforehand. See course schedule for the reflection essay schedule.

**Excused Absences, Extensions, & Make-Up Reflection Essays:** Extensions (i.e., the waiver of late penalties), excused absences, and make-up reflection essays will be granted at the professor's discretion and will not be permitted unless the student informs the professor in advance of a medical or family emergency or other unforeseen circumstance that prevents the student from attending class, completing the assignment, or taking the reflection essay during the scheduled window. Personal issues such as those related to your academic workload, work schedule, friends, roommate(s), or significant other are not adequate justifications for granting an extension or make-up reflection essay. Prior to receiving an excused absence, extension, or taking the make-up reflection essay, the student must provide written verification of the emergency.

**Student Academic Integrity and Appeals Policy:** The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. [University Policy 2:4](#) sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

**Classroom Expectations & Etiquette:** Please arrive on time and be settled in your seat before the beginning of class. All cell phones and other electronic devices must be put on silent. Students using cell phones during class may receive lower grades on assignments for that day (e.g., reading reaction or discussion). If there is an emergency situation that requires you to have access to your cell phone during class, please let Dr. Hager know before the beginning of class. Laptops and tablets are permitted for taking notes and viewing websites related to the class discussion. Students using laptops or tablets to view non-class related websites or for any other purpose (e.g., social media, playing games, and/or watching videos) will be marked absent. During class discussions, students are encouraged to participate and be respectful of others at all times.

**Assistance with the Course:** I want you to excel in this course. If at any point you have questions or concerns, please do not hesitate to contact me. You are always welcome to stop by my office hours. In most instances, questions about exams, assignments, and grades are easier to address in person than over email. If your schedule conflicts with the posted office hours, send me an email to schedule an appointment.

**Notice of Intellectual Property Rights:** Any intellectual property communicated, distributed, or displayed during this course (including, but not limited to, the syllabus, handouts, notes, assignments, and data) by the professor remains the intellectual property of the professor. This means that you may not distribute, publish, or provide any intellectual property to any other person or entity for any reason, commercial or otherwise. However, you may share these types of materials with other students in your same class.

**Americans with Disabilities (ADA) Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks (or successor) Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the University Student Union.

**Freedom in Learning Statement:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or view offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the Department Head, Dean, or both, of the college which offers the classes to initiate a review of the evaluation.

**Course Schedule**

**January 9: Introduction—Syllabus Overview**

**January 11: Science and the Study of the Presidency & Overview of Presidency Term Paper**

- “What is a Good Theory?” (Morris Chapter 2 [p. 37-39])
  - “What is a Science of Politics?” (Morris Chapter 2 [p. 44-45])
  - “Why a Scientific Study of the Presidency?” (Morris Chapter 2 [p. 48-54])
- \*Reading Reaction #1 Due\***

**January 13: The Presidency—Background and Foundations**

- Morris Chapter 3 (p. 56-86)
- \*Reading Reaction #2 Due\***
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**January 16: No Class (MLK Day)**

**January 18: Theories of Presidential Power**

- Morris Chapter 4 (p. 88-132)
- \*Reading Reaction #3 Due\***

**January 20: Discussion—Obama and the Theories of Presidential Power**

- Grunwald, Michael. 2016. “The Nation He Built,” *Politico Magazine*, January/February.
  - Amadeo, Kimberly. 2016. “What Has Obama Done? 11 Major Accomplishments,” *The Balance*, December 21.
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**January 23: Electing a President**

- Morris Chapter 5 (p. 133-153)
- \*Reading Reaction #4 Due\***  
**\*January 20<sup>th</sup> Discussion Notes Due\***

**January 25: Discussion—The 2016 Presidential Election**

- Ball, Molly. 2016. “Why Hillary Clinton Lost.” *The Atlantic*, November 15.
- Krieg, Gregory. 2016. “How Did Trump Win? Here Are 24 Theories.” *CNN*, November 10.

**January 27: Reflection Essay #1—Presidential Power and Elections**

**\*January 25<sup>th</sup> Discussion Notes Due\***

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**January 30: The Troubled Congress**

- Smith, Roberts, and Vander Wielen Chapter 1 (p. 1-33)
- \*Reading Reaction #5 Due\***

**February 1: Discussion—The Troubled Congress**

- Dittmar, Kelly. 2013. “A Woman on the Hill: A Front-Row Seat to Women’s Impact in Congress.” *PS: Political Science & Politics* 46(1): 187-189.
- Wolfensberger, Don. 2014. Does Congress Care About Public Opinion?” *Roll Call*, April 28.
- Berlatsky, Noah. 2016. “Everybody Hates Congress. So Why Do Congressmen Almost Always Get Re-Elected?” *The Week*, March 31.

**February 3: Overview of Congress Assignments—Press Clips and Co-sponsor Memos**  
**\*February 1<sup>st</sup> Discussion Notes Due\***

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**February 6: Representation and Lawmaking in Congress—The Constitutional and Historical Contexts**

- Smith, Roberts, and Vander Wielen Chapter 2 (p. 35-61)  
**\*Reading Reaction #6 Due\***

**February 8: Discussion—Representation and Lawmaking in Congress—The Constitutional and Historical Contexts**

- Sides, John. 2013. “How Constituent Contact Matters in Congress.” *The Monkey Cage*, April 29.
- Gale, Rebecca. 2015. “Study Finds Congress Is Paying More Attention to Social Media.” *Roll Call*, October 14.

**\*January 29<sup>th</sup>-February 4<sup>th</sup> Press Clips Due\***

**February 10: Presidency Term Paper Outlines Due & Group Discussion**  
**\*February 8<sup>th</sup> Discussion Notes Due\***

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**February 13: Congressional Elections**

- Smith, Roberts, and Vander Wielen Chapter 3 (p. 63-91)  
**\*Reading Reaction #7 Due\***

**February 15: Discussion—Congressional Elections**

- Bradner, Eric. 2016. “Republicans Keep Control of Congress.” *CNN*, November 9.
- Hulse, Carl. 2016. “As Trump Embraces Term Limits, Allies in Congress Pull Away.” *New York Times*, November 16.

**\*February 5<sup>th</sup>-February 11<sup>th</sup> Press Clips Due\***

**February 17: Reflection Essay #2—Congressional Power and Elections**  
**\*February 15<sup>th</sup> Discussion Notes Due\***

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**February 20: No Class (President’s Day)**

**February 22: Members, Goals, Resources, and Strategies**

- Smith, Roberts, and Vander Wielen Chapter 4 (p. 93-130)  
**\*Reading Reaction #8 Due\***

**February 24: Discussion—Members, Goals, Resources, and Strategies**

- Klein, Ezra. 2013. “The Most Depressing Graphic for Members of Congress.” *Washington Post*, January 14.
- O’Donnell, Norah. 2016. “Are Members of Congress Becoming Telemarketers?” *60 Minutes*, April 24.

**\*February 12<sup>th</sup>-February 18<sup>th</sup> Press Clips Due\***

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**February 27: Parties and Leaders**

- Smith, Roberts, and Vander Wielen Chapter 5 (p. 131-172)  
**\*Reading Reaction #9 Due\***  
**\*February 24<sup>th</sup> Discussion Notes Due\***

**March 1: Discussion—Parties and Leaders**

- Meinke, Scott. 2016. “This Is How Paul Ryan Can Bring House Republicans Together.” *Washington Post*, December 12.
- Steinhauer, Jennifer. 2016. “Chuck Schumer Prepares For His Next Challenge: Leading Senate Democrats.” *New York Times*, November 10.

**\*February 19<sup>th</sup>-February 25<sup>th</sup> Press Clips Due\***

**March 3: Co-Sponsor Memo #1 Due & Simulation**

**\*March 1<sup>st</sup> Discussion Notes Due\***

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**March 6: No Class (Spring Break)**

**March 8: No Class (Spring Break)**

**March 10: No Class (Spring Break)**

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**March 13: The Standing Committees**

- Smith, Roberts, and Vander Wielen Chapter 6 (p. 173-218)  
**\*Reading Reaction #10 Due\***

**March 15: Discussion—The Standing Committees**

- Hawkings, David. 2014. “The Opaque World of Committee Assignments.” *Roll Call*, December 1.
- Hawkings, David. 2015. “Democratic Committee Assignments Less Than a Zero-Sum Game.” *Roll Call*, January 12.
- Lewis, Lindsay Mark and Jim Arkedis. 2014. “So You’ve Won a Seat in Congress—Now What?” *The Atlantic*, November 6.

**\*March 5<sup>th</sup>-March 11<sup>th</sup> Press Clips Due\***

**March 17: Reflection Essay #3—Congressional Behavior**

**\*March 15<sup>th</sup> Discussion Notes Due\***

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**March 20: The Rules of the Legislative Game**

- Smith, Roberts, and Vander Wielen Chapter 7 (p. 219-248)

**\*Reading Reaction #11 Due\***

**March 22: Discussion—The Rules of the Legislative Game**

- Lipinski, Daniel. 2009. “Navigating Congressional Policy Processes: The Inside Perspective on How Laws Are Made.” In *Congress Reconsidered*. 9<sup>th</sup> ed., eds. Lawrence C. Dodd and Bruce I. Oppenheimer. Washington, D.C.: CQ Press. (p. 337-360)

**\*March 12<sup>th</sup>-March 18<sup>th</sup> Press Clips Due\***

**March 24: Presidency Term Paper Rough Drafts Due & Peer Review**

**\*March 22<sup>nd</sup> Discussion Notes Due\***

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**March 27: The Floor and Voting**

- Smith, Roberts, and Vander Wielen Chapter 8 (p. 249-276)

**\*Reading Reaction #12 Due\***

**March 29: Discussion—The Floor and Voting**

- Dartmouth College Researchers and the Fiscal Times. 2015. “How Social Peers Affect How Even Congress Will Vote.” *The Fiscal Times*, May 27.
- Fahey, Mark and Nicholas Wells. 2015. “Does Your Congressman Show Up For Work?” *CNBC*, October 12.
- Willis, Derek and Cecilia Reyes. 2015. “The Dog Ate My Vote: How Congress Explains Its Absences.” *ProPublica*, November 10.

**\*March 19<sup>th</sup>-March 25<sup>th</sup> Press Clips Due\***

**March 31: Co-Sponsor Memo #2 Due & Simulation**

**\*March 29<sup>th</sup> Discussion Notes Due\***

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**April 3: Congress, Lobbyists, and Interest Groups**

- Smith, Roberts, and Vander Wielen Chapter 11 (p. 351-379)  
**\*Reading Reaction #13 Due\***

**April 5: Discussion—Congress, Lobbyists, and Interest Groups**

- Gerrity, Jessica C., Nancy S. Hardt, and Kathryn C. Lavelle. 2008. “The Interest Group: Staff Connection in Congress: Access and Influence in Personal, Committee, and Leadership Offices.” *PS: Political Science & Politics* 41(4): 913-917.
- Drutman, Lee. 2010. “The Complexities of Lobbying: Toward a Deeper Understanding of the Profession.” *PS: Political Science & Politics* 43(4): 834-837.  
**\*March 26<sup>th</sup>-April 1<sup>st</sup> Press Clips Due\***

**April 7: Reflection Essay #4—Congressional Policymaking**

**\*April 5<sup>th</sup> Discussion Notes Due\***

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**April 10: Congress, the Presidency, and the Bureaucracy**

- Morris Chapter 8 (p. 190-203)
- Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2016. “Congress and the Bureaucracy,” in *Congress and Its Members*. 14<sup>th</sup> ed. CQ Press: Washington, D.C. (p. 309-338).  
**\*Reading Reaction #14 Due\***

**April 12: Discussion—Congress, the Presidency, and the Bureaucracy**

- Rein, Lisa. 2016. “Trump Has a Plan for Government Workers. They’re Not Going to Like It.” *Washington Post*, November 21.
- Borger, Gloria 2014. “Obama Defeated By His Own Bureaucracy.” *CNN*, June 4.
- Sunlight Foundation. “Improving Congressional Oversight.”
- Akin, Stephanie. 2016. “Questions Loom for House’s Top Inquisitor.” *Roll Call*, December 14.
- Johnson, Jeff. 2016. “Deep Divisions Impede House Science Committee.” *Chemical & Engineering News* 94(42): 20-21.  
**\*April 2<sup>nd</sup>-April 8<sup>th</sup> Press Clips Due\***

**April 14: No Class (Easter Break)**

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**April 17: Congress and the President**

- Morris Chapter 6 (p. 154-172)
- Smith, Roberts, and Vander Wielen Chapter 9 (p. 277-320)  
**\*Reading Reaction #15 Due\***  
**\*April 12<sup>th</sup> Discussion Notes Due\***

**April 19: Discussion—Congress and the President**

- Chafetz, Josh. 2016. “Even a Republican Congress Might Block Some of Trump’s Agenda.” *Washington Post*, November 17.
- DeBonis, Mike 2016. “It’s Mostly Kumbaya So Far For Trump and GOP in Congress.” *Washington Post*, December 23.
- DeBonis, Mike, 2016. “It’s Official: President Obama Has Broken Up With Congress.” *Washington Post*, January 13.

**\*Presidency Term Papers Due\***

**April 21: Discussion—Congress and the President**

- O’Keefe, Ed and Paul Kane. 2016. “The Real Action in the Senate May Be the Relationship Between Trump, McConnell and Schumer.” *Washington Post*, November 19.
- Arkin, James. 2016. “GOP Congress Begins Crafting Agenda for President Trump.” *Real Clear Politics*, November 10.
- Kim, Seung Min. 2016. “Congress Hands Obama First Veto Override.” *Politico*, September 28.

**\*April 9<sup>th</sup>-April 15<sup>th</sup> Press Clips Due\***

**\*April 19<sup>th</sup> Discussion Notes Due\***

**April 24: Congress, the President, and the Supreme Court**

- Morris Chapter 7 (p. 173-189)
- Smith, Roberts, and Vander Wielen Chapter 10 (p. 321-349)

**\*Reading Reaction #16 Due\***

**\*April 21<sup>st</sup> Discussion Notes Due\***

**April 26: Discussion—The President and the Supreme Court**

- Boyer, Dave. 2016. “Obama Loses Merrick Garland Battle – but Reshapes Federal Courts for Decades to Come.” *Washington Times*, December 25.
- Rosen, Jeffrey. 2016. “How President Trump Could Reshape the Supreme Court – and the Country.” *Politico*, November 13.
- Sunstein, Cass R. 2016. “Don’t Expect the Supreme Court to Change Much.” *Bloomberg*, November 9.

**\*April 16<sup>th</sup>-April 22<sup>nd</sup> Press Clips Due\***

**April 28: Discussion—Congress and the Supreme Court**

- Devins, Neal. 2008. “Congressional Responses to Judicial Decisions.” In *Encyclopedia of the United States Supreme Court*, ed. David S. Tanenhaus. Detroit: Macmillan. (p. 400-403)
- Hager, Lisa. 2017. “Court-Curbing” In *The State and Federal Courts: A Complete Guide to History, Powers and Controversy*, ed. Christopher P. Banks. Santa Barbara, CA: ABC-CLIO.
- Feldman, Noah. 2016. “Supreme Court Nominations Will Never Be the Same.” *Bloomberg*, December 20.

**\*April 26<sup>th</sup> Discussion Notes Due\***

**May 3: Reflection Essay #5—Interbranch Relations (9:15-11:15 AM)**  
**\*April 28<sup>th</sup> Discussion Notes Due\***