POS 6933: American Legislative Development
Working Syllabus/Subject to Refinement
Lawrence C. Dodd
Spring, 2012

Week One: Class Organization: 1/10

Week Two: Introductory Snapshots: Congress Across Time: 1/17

Week Three: Studying Congress Across Time: Patterns and Perspectives: 1/24:

Break: Work on Research Designs 1/31

Week Four: The Origins of Congress: Seeing the Broad Contours: 2/7

Week Five: The Origins of the Congress: Elaborating the Historical Story: 2/14

Week Six: The Early Evolution of Congress: 2/21

Week Seven: Congress, Territorial Expansion and the Slavery Issue: 2/28

SPRING BREAK—NO CLASS: 3/6

Week Eight: Discuss Research Projects 3/13

Week Nine: Civil War, Reconstruction and the New Congressional Regime: 3/20

Week Ten: The Post-Reconstruction Congress, Progressivism, and a New Congressional Politics: Transitions and Innovations: 3/27

Week Eleven: Congress and the Creation of the Modern State: 1932-1970: 4/3


Week Fourteen: Research on Congress and Change: 4/24
I. Required Books, available for purchase and on reserve:

Gerhard Loewenberg, *On Legislatures* *
Eric Schickler, *Disjointed Pluralism*, Princeton *
Julian Zelizer, *The American Congress*, Houghton Mifflin**
Sarah Binder, *Minority Rights/Majority Rule*, Cambridge *
Daniel Wirls and Stephen Wirls, *The Invention of the U. S. Senate*, Johns Hopkins *
James Sterling Young, *The Washington Community*, Columbia *
Michael Holt, *The Political Crisis of the 1850s*, Norton
Richard Bensel, *Yankee Leviathan* *
Julian Zelizer, *On Capitol Hill*, Cambridge *
Sundquist, *The Decline and Resurgence of Congress*
Gordon Wood, *The Creation of the American Republic* *
Lawrence C. Dodd and Bruce I. Oppenheimer, *Congress Reconsidered* (CR), 9th edition
Karen Orren and Stephen Skowronek, *The Search for American Political Development* *
Richard Bensel, *Sectionalism and American Political Development* *
Dodd, *Thinking about Congress* (TAC)
Nelson Polsby, *How Congress Evolves*
Brady and McCubbins, *Party, Process and Political Change in Congress*, 2002 (Vol 1)

*indicates books that students are strongly advised to purchase; all required books are of classic stature and would be useful for your long-term library

II. Additional Books, available on reserve:

Lawrence Dodd and Bruce Oppenheimer, *Congress Reconsidered*, 1st, 5th, 6th, 7th, 8th editions
James MacGregor Burns, *Congress on Trial*, first (1949) edition
James MacGregor Burns, *The Deadlock of Democracy*
Charles Stewart III, *Analyzing Congress*
Scott James, *Presidents, Parties and the State*
Roger Davidson, et. al., *Masters of the House*
David Mayhew, *America’s Congress*
David Brady, *Critical Elections and Congressional Policy Making*, Stanford
David Brady and Craig Volden, *Revolving Gridlock*, Westview
Ronald Peters, *The American Speakership*, Johns Hopkins
James L. Sundquist, *The Dynamics of the Party System*
Kenneth Finegold and Theda Skocpol, State and Party in America’s New Deal, 1-5, 9
Paul Pierson, Politics in Time
Joseph Cooper, The Origins of the Standing Committees and the Development of the Modern Congress (if available)
Sarah Binder and Steven S. Smith, Politics or Principle?
James T. Patterson, Congressional Conservatism and the New Deal
David Rothman, Politics and Power
Woodrow Wilson, Congressional Government
Allen Guelzo, Abraham Lincoln: Redeemer President
Calvin Jillson and Rick Wilson, Congressional Dynamics
William Lee Miller, Arguing About Slavery
Poole and Rosenthal, Congress: A Political-Economic History of Roll Call Voting

The goal of the class is to ground students in a solid grasp of the historical development of Congress, to highlight various explanations of its developmental patterns, and to aid students in pursuing personal research or dissertation work on congressional development – whether historical or contemporary.

“American Legislative Development” is a ‘sister course’ to Dodd’s seminar on “Congressional Politics.” In contrast to the historical focus of “ALD,” “Congressional Politics” focuses largely on the electoral politics, career behavior, organizational structuring, policy processes and behavioral patterns that characterize the modern postwar Congress – with particular focus on contrasting politics across the Textbook, Reform and Post-Reform Congresses.

American Legislative Development helps students understand the historical roots and continuing institutional struggles of the contemporary Congress; Congressional Politics explores the multiple outcomes – across elections, rules, organizational structure, policy process, etc. – of those historic institutional struggles and developmental processes. Both courses draw for their theoretical foundations on Dodd’s seminar on “Empirical Theories of Politics. As this course covers a broad topic, Dodd strongly encourages critical feedback designed to improve the course, including suggested topics and readings that should be included or excluded.

With respect to class requirements, students will be expected to complete class reading assignments, to prepare weekly email assignments, to participate fully in class discussion, to prepare a term paper (in consultation with Professor Dodd), and to write a take-home final exam. These requirements will be discussed more fully in the first class meeting. During some weeks I will ‘star’ some or all of the reading. The stars should be interpreted as follows:

***read closely
**read for major point
*recommended; read as time/interests dictate

When reading is not ‘starred’ assume that you should read it unless my instructions for that week say otherwise.
Week One: Class Organization

Week Two: Studying American Legislative Development I:

I. Comparative and Diachronic Perspectives on Legislatures

Loewenberg, *On Legislatures: all***
Mayhew, *Congress: The Electoral Connection (if you have never read this, do so; if you have read it, briefly review it)*
Dodd, *Thinking About Congress (TAC): Foreword, Preface and Chapter 1***
“Introduction,” Elizer, *The American Congress*, Chapter 34**
Milazzo, “The Environment,” in Elizer, *The American Congress*, Chapter 34**
Brady and McCubbins, Ch. 1 in *Party, Process and Political Change* (2002)*

II. Snapshots of Congressional Change and Development

All of the reading listed below is contained in Elizer, *The American Congress*. These chapters are very short. This reading is designed to provide you a succinct initial overview of the broad contours of congressional development over the past 120 years.

*Read all of these chapters*, doing so as closely as time permits. You will revisit them in subsequent weeks where we delve in-depth into each historical period.

1. The Origins of the Congress

   “The Formative Era” (pages 1-5), *The American Congress*
   Rakove, “From the Old Congress to the New,” Ch. 1

2. Early Evolution

   Larson, “Congress, Internal Improvement, and the Problem of Governance,” Ch. 7
   “The Partisan Era,” (pages 132-138)

3. Slavery, The Civil War and Reconstruction

   Holt, “The Slavery Issue,” Ch 11
   Neely, “The Civil War,” Ch 12
   Simpson, “Reconstruction,” Ch 13

4. Industrialization and Congressional Transformation

   Bensel, “Industrialization,” Ch 18
   “The Committee Era,” (pages 312-318)
Rauchway, “The Transformation of the Congressional Experience,” Ch 19
Ch 21: Redesigning Congress: The 17th and 20th Amendments

5. The New Deal, WWII, and the Second Reconstruction

Patrick Maney, “The Forgotten New Deal Congress,” Ch 26
Alonzo Hamby, “World War II: Conservatism/Constituency Politics,” Ch 27
Timothy Thurber, “The Second Reconstruction,” Ch 30
Ch 32: “The Great Society”

6. Reform and Revolution


Email Assignments: Write one to two pages on both of the following questions and email them to Professor Dodd and all class members by 5pm on Monday, January 16th:

1. What surprises/reassures/concerns you about Congress after completing this survey overview? Why?

2. What special research interests do you have as a scholar and how might the study of Congress be relevant to or inform these interests? Is there any particular research topic or topics that you wish to explore in this class? If so, how might you do so, based on what you know at this point?
Week Three: Studying American Legislative Development II: Patterns and Perspectives—January 24th

I. General Issues of Time, Development and Institutional Analysis

Paul Pierson, *Politics in Time*, Chapter 1 ***
Karen Orren and Stephen Skowronek, *The Search for American Political Development*, Chapters 4, 5 ***
Madison, Federalist #10 ***
Joseph Cooper and David Brady, “Toward a Diachronic Analysis of Congress,” *APSR* 75 (1981): 988-1006. ***
Charles Stewart III, *Analyzing Congress*, Ch 1-3 **
Keith Poole and Howard Rosenthal, *Congress: A Political-Economic History of Roll Call Voting*, Chs 1-4 **

2. Patterns of Congressional Change Across Time

David Mayhew, *America’s Congress* – all ***
James MacGregor Burns, *The Deadlock of Democracy*, Chs 1-4 **
Sarah Binder and Steven Smith, *Politics or Principle? Filibustering in the United States Senate*, Chapters 1-4 *
Ron Peters, *The American Speakership*, “Prologue” *

3. Perspectives on Congressional Change

Bensel, *Sectionalism and American Political Development*, Ch 1-2. **
Sundquist, *Dynamics of the Party System*, Ch 1-3 **
Brady, *Critical Elections and Congressional Policy Making*, Ch 1 **
Dodd, “ReEnvisioning Congress,” *TAC*, Ch 10 **
Schickler, *Disjointed Pluralism*, Ch 1 **

Common Email assignment: “What do you see as the three most defining moments of institutional development in the U. S. Congress, in terms of shaping the broad contours of
the institution as we know it today (as contrasted with the disorganization and openness of the first Congress), and why do you say this?”

Individual Email Assignments for Week Three:

1. Summarize the broad introductory argument of Paul Pierson in Politics in Time, as seen in a close reading of Chapter 1 and overview reading of the remainder, and discuss its relevance to the study of American Legislative Development. __Kevin____
2. Summarize the broad argument about the defining nature of institutional development in Orren and Skowronek, The Search for American Political Development, Chs 4, 5, and discuss its relevance to the study of American Legislative Development. ____Charles S.____
3. Summarize the broad argument about the contribution of analytic modeling to the study of Congress and discuss its relevance to the analysis of American Legislative Development, as seen in Stewart’s first three chapters of Analyzing Congress. ___Amanda___
4. Explain how Poole and Rosenthal propose to analyze roll call votes across time and the relevance of their strategy and broad historical findings to the study of American Legislative Development. __Amanda___
5. What is Burns’ overall argument in The Deadlock of Democracy, as seen in the first four chapters, what is its relevance to the study of American Legislative Development, and how does it inform our understanding of congressional/presidential relations. ___LaToya___
6. What is the author’s argument and its relevance to the study of American Legislative Development?
   - Bensel __Jon M-P__
   - Sundquist __Charles D.__
   - Brady __Diana__
   - Cooper and Brady (Institutional Context/Leadership Style) __Jon P.
   - Cooper (From Congressional to Presidential Preeminence) __Jon P.
   - Dodd __Amy__
   - Schickler __Brian__
7. What is Mayhew’s contribution in America’s Congress to the study of American Legislative Development – in terms of the ways of studying Congress historically, the changing pattern of congressional action that he identifies and discusses, and the research strategy and design he utilizes, including its applicability in other and narrower areas of legislative analysis and puzzle-solving? ____Lorna______
Week Four: The Origins of the Congress: Seeing the Broad Contours—January 31st

Recommended: Archibald S. Foord, *His Majesty’s Opposition 1714-1830*: Chapter One: Introduction, and Epilogue


Note: The Foord and Tilly assignments are optional, except for Charles and Amy, as assigned. They are strongly recommended as long-term assignments. All students should read all other assignments below.


Madison, *Federalist #10*


I recommend that you read the reading in the order listed above.

**Email assignments:**

1. In what ways was a logic of oppositional politics (Foord) emerging in Britain in the era leading up to and surrounding the American revolutionary era? And what implications would such a logic have for the Americans as they contemplated their own circumstances? ___Charles S.___

2. In what ways was a logic of popular contestation (Tilly) emerging in Britain in the era leading up to and surrounding the American revolutionary era? And what implications would such a logic have for the Americans as they contemplated their own circumstances? ___Amy____

3. In what ways did classical ideas about republicanism, constitutionalism and liberalism shape the ideas available to the founders about legislatures, particularly the role of a lower and upper house within a legislative branch (Wirls and Wirls, Chs2).___Lorna___

4. In what ways did the colonial experience with legislatures shape the ideas available to the founders about bicameralism, the creation and role of a senate, the the responsibilities of a lower house? (Wirls and Wirls, Ch 4).___Jon M-P____
5. What were the stakes at the Constitutional Convention in the debate over the representational structure of the Senate and how did the outcome of that debate shape the role, powers and behavior of the Senate? Diana

6. Amidst the classical debates over the role of a senate, and the crafting of a Senate within the U.S. Constitutional system, what was the classical logic in favor of (or opposed to) the creation of a lower house, how did that logic evolve over time, and in what ways did these debates influence the roles, powers and structuring of the U.S. House of Representatives within the new constitutional order of 1787? Charles D

7. What role did legislative assemblies play in the colonial period and how did that role evolve (Squires)? LaToya

8. What do Jillson and Wilson see as the difficulties attending leadership and decision-making in the Continental Congress and what implications did such difficulties have for the power and structuring of a legislature as the founders considered a new constitutional order? Kevin

9. What is the Madisonian argument in Federalist #10 about how and why Congress plays the role it does, and how and why other constitutional arrangements were created beyond the central existence of a Congress? Amanda

10. What is Jillson’s central argument in Constitution Making and how (and in what ways) does he support this argument through empirical research? Brian

11. As seen in Jillson, how did the debates of the founders reconceptualize the role of the Executive in the emerging constitutional order and what were the implications of this emerging role for the role and power of Congress? Jon P.
Week Five: The Origins of the Congress: Elaborating the Historical Story

1. The purpose of this week’s reading is to get behind the broad contours of constitution-making and understand (a) the ideas and experiences that gave rise to the new constitutional order, (2) the ways in which experiences with legislatures and their operation were at the heart of the creation of the new order, and (3) what was lost as well as what was gained in the effort to create the new order and establish the role of Congress within it through the Constitution’s implementation.

The reading will demonstrate that the political/intellectual life of the nation was much more vibrant prior to the Founding than most political scientists realize, especially with respect to legislatures. It will also help clarify how it is that the American Revolution was in fact a revolution, and the ways in which it helps inform our understanding of the role of ideas in politics and political change.

2. In the reading for this week, all students are expected to read the Preface and Chapters 1 and 15 of Wood, *The Creation of the American Republic*. A copy is on reserve in the Library, though some students may wish to order it through Amazon.com. Selected students are being asked to read closely different parts of the book and to report the central arguments of their assigned parts, so that these email assignments will inform the entire class about the overall argument of Wood’s book. Eventually, prior to prelims, each of you is strongly advised to read Wood’s entire book.

3. Required Reading:


*Selected email assignments:*

Wood, *Creation*, Part III: The People Against the Legislatures: Lorna
Wood, *Creation*, Part VI, The Revolutionary Achievement: Brian


Additional Email assignments:

1. T.H. Anderson argues, in *Creating the Constitution*, that aside from the nationalists and states-rights factions, the Constitutional Convention included an emergent state-Federalist faction that helped greatly to shape the Constitution and move it towards a compound republic. Such a design was intended to foster cooperative and constrained decision-making among government actors that pointed towards collective interests and near-consensual outcomes rather than polarized interests and zero-sum politics.

He concludes that this design, while flawed, held out the opportunity for a mutually-respectful and civil politics. That opportunity was squandered when the Federalists, under the influence of a Court Whig ideology, used their dominant control of the First Congress to impose interpretations of the constitutional order that distorted and up-ended the logic of a compound republic. The Federalists thereby set in motion a high-stakes and highly competitive game of American politics centered around a polarization of perceived policy interests and a zero-sum politics characterized by narrow majoritarian dominance, popular disenchantment and deep-structured policy stalemates.

The deliberative, near-consensual and broadly cooperative decision-making experienced at the Constitutional Convention, and that the Founders hoped to pass on to future generations by their constitutional design, was thereby deprived to future generations, according to Anderson. Instead, their progeny came to be governed by a perversion of the constitutional order that the Founders thought they had put in place.

**Question:** As delineated by Anderson, (a) how and why was the new constitutional order supposed to generate a deliberative, collective and near-consensual politics, (b) how/why did the Federalists in the First Congress derail such politics, and how/why has the nation been unable to get such a politics back on track? What is your overall assessment of Anderson’s argument? Do you believe that our politics might have been less polarized and divisive had Congress implement the new constitution in a way more attentive to the logic of a compound republic? Are arguments in behalf of a compound republic relevant today? Could Congress undo the damage Anderson believes was done by the First (Convention) Congress, and would that effort be advisable?_Diana, Kevin, Amy_

2. What was “The Articles of Confederation” and its role in the American Founding; how are the “Articles” linked to the Constitutional Convention of 1787: and what is the significance of the Articles and the Convention for the development of Congress?_LaToya_

What is the Aldrich/Jillson/Wilson thesis and how compelling to you find it, in reasoning and in empirical evidence?_Charles D._
Week Six The Early Evolution of Congress

I. Required Reading:

James Sterling Young, *The Washington Community*, 1800-1828

Sarah Binder, *Minority Rights/Majority Rule*, Chs. One through Four


Elaine Swift, *The Making of an American Senate, 1789-1841*

Wirls and Wirls, *Inventing the Senate*, Chs Six, Seven, Eight


Zelizer, *The American Congress*: Chs 1-7. Read ones you haven’t read; review others.


Garry Wills, *Negro President: Jefferson and the Slave Power*, Prologue, Introduction and Chapters 1-8

II. Strongly Recommended:


Email Questions:
1. According to Gordon Wood, in *The Radicalism of the American Revolution*, the aftermath of Revolution and Constitution-making was a radical transformation beyond the imagination and expectations (and desires) of the revolutionary and founding generations. What was the nature of this radical transformation and what were its implications for the social ethos, politics and policy concerns that would come to dominate Congress? Lorna____
2. As seen in Chapters Two through Five of *The American Congress*, and in Hoadly’s APSR article, what were the broad concerns, characteristics, political cleavages and policy orientations of Congress in its first decade of existence, prior to the move to the District of Columbia Charles D____
3. As seen in *The Washington Community*, what were the broad concerns, characteristics, political cleavages and policy orientations of Congress in its first decades in the District of Columbia, and in what ways do the arguments in “Of Mess and Men” quality and amplify Young’s arguments? Jon P____
4. As seen in *The Washington Community*, what was the connection between national legislators and their local constituents, how did this shape the early development of Congress, and how does Swift’s essay on ‘the electoral connection meets the past’ qualify and amplify Young’s arguments about the legislator/constituency connection? Brian____
5. Based on your reading of the Cooper volume, in what ways did Jeffersonian ideas shape the emergence of a committee system in Congress, what other factors may have influenced its emergence, and what are the implications of contemporary challenges to committee government (i.e., conditional party government) to the historic role of Congress in our political system? Amanda____
6. Based on the research reported by Gamm/Shepsle and Jenkins/Stewart, how are we to understand the development and role of committees in the early decades of the Congress? Kevin____
7. Why do majorities tend to rule the House while minorities often call the shots in the Senate, according to Binder, and how did events during the early Congresses illustrate, qualify, and foster this contrast in governing patterns in the two houses? Amy____
8. Based on the work of Peters and the essay by Swift in *Masters of the House*, what were the early expectations of the Speakership and how did it evolve in the early decades of Congressional experience? What foundations did this lay for subsequent development of the Speakership and the operation of the House? LaToya____
9. What does Elaine Swift mean by reconstitutive change, how did Senate engage in reconstitutive change in the early decades of congressional experience, and with what long-term consequences and implications? How does she complete/amplify/qualify Wirks and Wirks (and they her)? Diana____
10. Most of us think of entitlements as something that ‘liberal Democrats’ created in the New Deal, perhaps to initiate ‘creeping socialism’ on American shores; a few of us – having read Skocpol – even might acknowledge some latter 19th century experience with entitlements; but who thinks of the Founders as entitlement-junkies, foreshadowing Republican and Democratic corruption of American
society a good eighty years or so earlier? And despite the fact that we all know that policies make politics, who among us is truly prepared to understand that the evolution of our politics and institutions, from the beginning, was shaped by entitlement policies? The answer is Laura Jensen.

Detail Jensen’s argument about the presence of entitlements in the first century of our national experience, the critical and unique role Congress and legislatures played in American-style state-building (as seen through entitlements), and the broad implications her story has for our understanding of the evolution of Congress and the American state. Can you think of other policy areas that we consider distinct to contemporary politics that might have unseen roots in the early years of national history? Jon M-P

11. What is Garry Wills argument in the first eight chapters of _Negro President_ and how compelling do you find it? Charles S
Week Seven: Congress, Territorial Expansion, and the Slavery Issue

I. Required Reading

I. Required:


William Lee Miller, Arguing About Slavery: Everyone should read Part I and Part XIII. Everyone is encouraged to read the remainder of the book, or as much as possible. However, there will be reports on specific sections of the book to guide your class preparation.

Michael E. Holt, The Political Crisis of the 1850s: All

Zelizer, The American Congress, Chs 8-11: Read and/or Review

Jensen, Patriots, Settlers, and the Origins of American Social Policy, Chs 5, 6

Peters, The American Speakership, pp. 44-51

In The Encyclopedia of the U. S. Congress, in reference section of Library West, read the following sections, in this order of priority:

1. Slavery: pp. 1819-1830
2. Missouri Compromise
3. Compromise of 1850
4. Kansas-Nebraska Act
5. The Lincoln-Douglas Debates

II. Strongly Recommended:

Roger G. Kennedy. Mr. Jefferson’s Lost Cause: Land, Farms, Slavery, and the Louisiana Purchase. Pages 1-117; 235-244


Email Assignments:
a. Please summarize the following portions of Arguing About Slavery and indicate ways in which the arguments in your part might be subjected to social science testing or analysis:
   i. Parts II, III: La Toya
   ii. Parts IV, V, VI: Charles S
   iii. Parts VII, VIII: Lorna
   iv. Parts IX, X: Kevin
   v. Parts XI, XII: Jon Perdue

b. Please summarize the argument in Holt, The Political Crisis of the 1850s, Assess how persuasive it is, discuss its implications for our understanding of the contribution of party competition to democracy, and discuss how the arguments might be tested. Diana/Charles D

c. Describe the research and findings of Theriault and Weingast, and the research assess the contribution of the idea of agenda manipulation to the research, and discuss the contributions of the article to our understanding of the Compromise of 1850 and its contribution to Congressional and American Political Development. Amanda

d. Describe the research and findings of Nikkon, et. al, and the article’s contribution to Congressional and American Political Development

e. Discuss the impact of the 3/5ths clause in the Constitution on the representation of the South in the House of Representatives. What are their findings and how persuasive do you find the findings to be in terms of methods and theory? And what are the implications of the findings for our understanding to Congressional and American Political Development? Brian

f. Outline the argument made by Kassel in his essay on ‘Constructing a Professional Legislature: the Physical Development…..” and discuss how plausible you find his argument, how it might be strengthen in presentation or in terms of data. How might this be applied to other legislatures?

g. Outline the argument in the assigned portion of Kennedy, Mr. Jefferson’s Lost Cause, and discuss its implications as a backdrop for our understanding of American Legislative Development Jon M-P

h. Discuss the argument and findings in McCarty, et. al., in their analysis of territorial expansion and discuss its implication for our understanding of American Legislative Development Amy
Week Eight: Discuss Research Projects: 3/13

1. **Email Assignment on Research**: write a short discussion of the research project you expect to explore in your Term Paper this semester, indicating the puzzle, why it is interesting, and how you will proceed to address it. Projects can change (totally) and evolve, but give your current thinking.

Week Nine: Civil War, Reconstruction and the Compromise of 1876 Transitions: 3/20

I. Required Reading


   James Sundquist, *Dynamics of the Party System,* Chapters 4 thru 7

   Richard Bensel, *Yankee Leviathan: The Origins of Central State Authority In America, 1859-1877:* **everyone read all**

   Allen Guelzo, *Abraham Lincoln: Redeemer President,* Chs. 7, 8, 9, 10, Epilogue

   Ronald Peters, *The American Speakership,* Chapter Two

   Zelizer, *The American Congress,* Chapters 12-18

   David Brady, *Critical Elections and Congressional Policy Making,* Chs 1,2


   “The Age of the Machine (1872-1900)”, in *The Encyclopedia of the U. S. Congress*

II. Highly Recommended Reading


   Charles H. Stewart III and Barry R. Weingast, 1992. “Stacking the Senate,

C. Vann Woodward, Reunion and Reaction: The Compromise of 1877 and the End of Reconstruction

Woodrow Wilson, Congressional Government, on reserve

Email Assignments:

a. Summarize the arguments made by Sundquist with respect to the ways slavery polarized the nation, the ways a new party alignment emerged, the implications of the new alignment for the Congress, and the consequences thereof.  ____Amanda____

b. Summarize the major arguments made by Bensel in your assigned chapter(s) and discuss their relevance to understanding both congressional development and the role Congress played in American political development during the Civil War/Reconstruction period.
   Chapters Two-Three: Amy
   Chapters Four-Five: Diana
   Chapters Six-Seven: Charles S.

c. Summarize the arguments made by Guelzo in Chapters 7,8 and 9, with respect to how Congress influenced the conduct of the Civil War, the 13th Amendment, and the restructuring of the national policy agenda, and discuss their relevance to understanding both congressional development and the role Congress played in American political development in this era.  ____Lorna____

d. Summarize the argument of Brady in Chapter One of Critical Elections and Congressional PolicyMaking and assess the strengths and weaknesses of the argument as it relates to the “Civil War Realignment”, as seen in Chapter Two (particularly as relates to theory, method, and empirical patterns). Finally, discuss the contribution of the argument in Chapter Two to our understanding of Congressional and American Political Development.  ____Kevin____

e. Summarize the major arguments made by Woodward with respect to the Compromise of 1877 and discuss their relevance to understanding both congressional development and the role Congress played in American political development during the Reconstruction period.  ____Jon P____

f. Summarize the major arguments made by Stewart and Weingast in “Stacking the Senate” and discuss their relevance to understanding both congressional development and the role Congress played in American political development during the Reconstruction and thereafter (as influenced by the events discussed by Stewart/Weingast).  ____Charles D.____

g. Summarize the major arguments made by James and Lawson and discuss their relevance to understanding both congressional development and the role Congress played in American congressional development, as seen in the aftermath of the Compromise of 1877.  ____Brian____
h. Summarize the major arguments made by Dailey in her discussion of “White Supremacy” in Zelizer, *The American Congress*, and discuss the ways in which the emergence of white supremacists in the Civil War/Reconstruction period affected congressional development and American political development over the coming decades, bringing to your discussion any additional information you wish. __Jon M-P__

j. Based on Dodd’s rendition of Woodrow Wilson’s *Congressional Government* (together with perusal of it if time permits) and on “The Age of the Machine” in *The Encyclopedia of the U. S. Congress*, what were the major emerging characteristics of the Congress and its role in American politics, in the period following the War and Reconstruction? __LaToya_____
Week Ten: Industrialization, the Progressive Era and the Demise of Party Government

I. Required Reading


Robert Harrison, Congress, *Progressive Reform, and the New American State*, Chs 1, 2, 6-9; Chapters 3-5 are also recommended.

*The Encyclopedia of the U. S. Congress*, in Library West. Read: “Progressivism and Normalcy (1900-1933); “Progressive Movement;” “Progressivism and Normalcy (1900-1933)”. See also the selections in the Encyclopedia suggested for reading at the end of these two articles.


Sarah Binder, *Minority Rights/Majority Rule*, Read Chs 6-10; Review Earlier Chapters

Sarah Binder and Steven Smith, *Politics or Principle?*

Ron Peters, *The American Speakership*, pp. 75-91 and Chapter 3

Eric Schickler, *Disjointed Pluralism*, Review Ch 1; Read Chs 2, 3

Zelizer, *The American Congress*, Chapters 19-25

Sundquist, Dynamics, Ch 8

II. Recommended Reading:


David J. Rothman, *Politics and Power*: all


Randall Strahan, “Leadership and Institutional Change in the Nineteenth-Century

Scott James, *Presidents, Parties and the State*, Chs 1, 2, 5.

Kenneth Hechler, *Insurgency*, Chs 1-5, 13


Charles H. Stewart, *Budget Reform Politics: The Design of the Appropriations Process in the House of Representatives, 1865-1921*

**Email Assignments:**

1. What are Bensel’s central arguments in *Sectionalism and American Political Development*, as presented in the first two chapters, how does the late 19th and early 20th century experience in Congress illustrate the power of this argument, as seen in Chapter Three, and how do these developments help account for the fall of Party Government in 1910, as addressed on pages 317-335?  ___Lorna____

2. What is Sundquist’s argument in Chapters 6, 7 and 8 and how do they help us understand the evolution of the party system and of Congress in the late 19th and early 20th centuries?  ___Brian___

3. Based on Polsby’s “Institutionalization” article and his article with Gallaher and Rundquist on the “Growth of Seniority” in the House, how had Congress changed from the mid to the late 19th century and what were the implications of these changes for the politics of the Progressive Era?  ___Jon P____

4. How and why did party leadership and party power change across the nineteenth century in Congress, contrasting the House and Senate, and what were its characteristics by the turn of the century, as seen in assigned readings by Strahan, Peters, Binder (6 to 10), Binder and Smith (1 to 3), and Rothman (*Politics and Power*)  ___Kevin___

5. Informed by this week’s reading, (particularly the articles in *The Encyclopedia of the U.S. Congress* and Chapters 19-21 in Zelizer): summarize the broad character of the Progressive Era, the ways in which it transformed the U. S. Congress, and the character of its aftermath in the late 1910s and 1920s; finally, discuss the implications of this broad period for our understanding of the evolution of Congress and its policy agenda.  ___Amanda____

6. Based on Chapters One, Two and Nine of *Congress, Progressive Reform, and the New American State*, what does Harrison mean by progressivism, how does he see it shaping the creation of an American state at the turn of the twentieth century, what role does he see the political actors in Congress and the White House playing in giving a progressive imprint to the American State, WHY, and with what longer-term implications?  ___Charles S.____
7. How do Harrison’s case studies of Progressive policy on railroads and the labor issue (in Chapters Three and Four) illustrate the broad arguments that Harrison presents with respect to progressivism? And do you believe that Skocpol would agree with Harrison’s conclusions based on her arguments in “The Origins of Social Policy in the United States?” What are the implications of your answer for our understanding of progressive-style reform and the statist potential of American national politics?  
   _____Amy_____  

8. Compare and contrast the nature of the progressive insurgency in the Senate and the House of Representatives (Chapters Six and Seven) and assess the significance of the insurgencies for each institution, for the nation’s policy agenda, and for the character of the American state that emerged from the period. __Diana__

9. Based on Chapters Five and Eight, to what extent were Southern Democrats dyed in the wool progressives, committed to a progressive national state apparatus, and to what extent were they focused on forging a role in national politics designed to enhance their ability to protect their regional power and their perception of regional interests? What were the consequences of their goals and actions for public policy, the direction of statist development in the nation, and for the longer-term development of American politics? _Jon M-P__

10. Describe the growing role of women’s activism in the late 19th and early 20th century, particularly as it relates to policy, as discussed in Chapter 22 of Zelizer and in the essay by Skocpol. How and why were women able to assert roles in the public sphere and what are the implications of this process of assertion for our understanding of the development of Congress? _LaToya__

11. Summarize the arguments of Eric Schickler in the first three chapters of *Disjointed Pluralism* and discuss their implications for how we study Congress, how we explain institutional changes in the Progressive Era, and how we understand the evolution of Congress. _Charles Dahan__.
Week Eleven: Congress and the Creation of the Modern State

I. Required Reading


Kenneth Finegold and Theda Skocpol, State and Party in America’s New Deal, 1-5, 9

James MacGregor Burns, Congress on Trial, 1st edition: 1949: all

Dodd and Schott, Congress and the Administrative State, Chs. 1,2,3, 4

Elizer, On Capitol Hill, Chs. 1-5


Schickler, Disjointed Pluralism, Ch 1, 4

Elizer, The American Congress, Chs. 26, 27, 28 30, 31, 32

Brady, Critical Elections and Congressional Policy Making, Chs 4-7

Bensel, Sectionalism and American Political Development, Ch. 4, 5, 6

Sundquist, Ch 9-16


Dodd and Schraufnagel, “Congress and the Polarity Paradox”

II. Recommended Reading

Patterson, Congressional Conservatism and the New Deal


Brady and Bullock, “Coalition Politics in the House of Representatives,” in CR II.

Carmines and Stimson, Issue Evolution
Email assignments:
1. What is Bensel central argument in Sectionalism and American Political Development (Chs 1,2), how does it help us understand the evolution of American politics from the late progressive era to the end of the Carter Presidency (Chs 4,5,6)? And how might the ideas about economics, sectionalism and state development flow over to the study of the European Union, and the issues of your own research? ___Diana___

2. Describe the processes through which the modern state was created in the New Deal and New Frontier/Early Great Society era and the role of Congress in this creation, as seen in Dodd’s essay in The Encyclopedia of the U. S. Congress, and Zelizer, The American Congress, Chapters 26/32 ___Jon Perdue___

3. How does understanding state structure and capacity, as seen in Feingold and Skocpol, help us understand why policy agendas evolve as they do, particularly once one takes into account the existence and character of congressional parties and the importance of political learning (Ch 9) for policy evolution? In particular, how does this argument explain labor and agricultural policy outcomes in the New Deal? And then how do wartime shifts in demands on state capacity/the character of congressional parties help generate reversals in existing policy commitments and/or give ‘cover’ for new domestic commitments, with World War II (Ch 27 in Elizer illustrating the former and the Civil War (Guelzo, Ch 7), illustrating the later __Jon M-P___

4. What is the argument in James MacGregor Burns book, Congress on Trial, written in 1949, and what is its relevance to our study of Congress today?___Kevin____

5. Why did committee government arise in the mid-20th century, according to Dodd and Schott and what were its major characteristics and liabilities (Chs 1,2,3), in what ways did committee government tend to generate and institutionalize ‘subsystem politics’ in national policy-making (Chap 3), what role did this tendency play in the creation and character of the modern American state (Ch 7), and why was committee government under challenge in the 1960s and early 1970s? ___Amanda___

6. What were the major dilemmas of committee government and congressional politics in mid-century, according to Huntington, and what were his recommendations for Congress in light of these dilemmas, and how does Dodd in “Congress and the Quest for Power” (Thinking: Chapter Two) see the reformist movement of the 1960s and 1970s as challenging and moving beyond Huntington’s critique? ___Lorna___

7. Through what processes was committee government and the ‘textbook’ Congress challenged for primacy in Congress during the 1950s and 1960s, as described by Zelizer in On Capitol Hill (Chapters 1-6) and what does this process of challenge tell us about Congress, legislative development, and the adaptability of American Politics?__Amy___

8. In what ways, how and why did Congress and the nation generate a “Second Reconstruction” during the first quarter century of the Post World War II era and what significance do these developments have for our understanding of Congress and issues of legislative development, policymaking and governance in the United States?___LaToya___
9. In what ways was the Congress complicit in the American war in Vietnam, in what ways was Congress forceful in overseeing and constraining the war, what special roles did the Senate play in this process (as compared to the House), and what implications are we to draw from the Senate actions about the effectiveness of the Senate in playing distinctive roles from the standpoint of republican and constitutional theory of the founding era? Charles Dahan

10. Why, from the perspective of Dodd and Schraufnagel’s argument in “Congress and the Polarity Paradox” would Congress have successfully enacted the early New Deal and New Frontier/Great Society initiatives, in such massive scale, when it is so often stuck in deadlock in other periods? Charles Shields

11. What role does David Brady see realignments playing in congressional policy-making, how does the New Deal illustrate this, and what mechanisms allow this influence to operate in somewhat similar ways across distinctly difference historical eras? Brian
Week Twelve: Congressional Reform and Institutional Change: the 1970s and their Post-Reform Aftermath

I. Required Reading

Dodd and Schott, *Congress and the Administrative State*, Chs 4,5,6,7

Sundquist, *The Decline and Resurgence of Congress*: all

Elizar, *On Capitol Hill*, Chapters 6-10

Dodd, “Congress and the Quest for Power,” 1977, in CR I. Chapter 2 in “Thinking.”

Dodd, “Congress, the Constitution, and the Crisis of Legitimation,” 1981, in CR II. Chapter Three in “Thinking.”

Elizer, *The American Congress*, Chs 31, 35-39

Schickler, *Disjointed Pluralism*, Ch 1, 5

Polsby, *How Congress Evolves: all*

Sundquist, Dynamics, 16-17

Bensel, *Sectionalism and American Political Development*, Chs 6, 7, 8, 9

Sarah Binder and Steven Smith, *Politics or Principle*

II. Recommended Reading:


Alford and Brady, “Personal and Partisan Advantage in U.S. Congressional Elections, 1846-1986,” in CR IV.

Jacobson, “Parties and PACs in Congressional Elections,” in CR IV.


Collie and Cooper, “Multiple Referral and the “New” Committee System in the House of Representatives,” in CR IV
Sinclair, “House Majority Party Leadership in the Late 1980s,” in CR IV

Davidson, “The Senate: If Everybody Leads, Who Follows?” in CR IV.

Hammond, “Congressional Caucuses in the Policy Process,” in CR IV.


Michael Berkman, _The State Roots of National Policymaking_

**Email Questions:**

1. It is traditional to refer to the contemporary Congress as the ‘post-reform’ Congress. But most scholars today have little sense of what the reforms were that initiated this ‘new’ Congress, what their varied characteristics were, and what their immediate effect on congressional policy-making was assumed to be. Address these issues primarily as they were seen at the time, as assessed in _Congress and the Administrative State_, Ch. 4 and 5, and secondly in retrospect, as seen in Elizer, the _American Congress_, Chs. 35, 38, 39. __Amy________

2. How and why does Sundquist argue that Congress was experiencing a “Decline” prior to the 1970s, as seen in chapters 1 through Seven, and how compelling do you find his argument, as informed by chapters Fourteen through Sixteen? __Jon P________

3. How and why does Sundquist argue that Congress experienced a “Resurgence” with the reforms of the 1970s, as seen in chapters Eight through Thirteen, and how compelling do you find his argument, as informed by chapters Fourteen through Sixteen? __Diana________

4. How and why did the reforms occur, according to Zelizer in _On Capitol Hill_, and what were the general characteristics of the post-reform period from his perspective? To what extent do Chapters 36, 37 and 39 in the Elizer edited volume reinforce and flesh out his argument in _On Capitol Hill_? __Lorna________

5. What did Dodd, writing in the mid to late 1970s/early 1980s, see as the explanation of the reforms of the 1970s (“Congress and the Quest for Power” and Congress, the Constitution, and the Crisis of Legitimation”), how did he expect Congress to proceed in the decades following the reforms, and what implications did/do his arguments have for how we understand, study and assess the post-reform Congress? __Charles S________

6. What were Dodd and Oppenheimer seeing as some unexpected consequences of and mis-predictions surrounding the 1970s reforms, writing in the late 1980s, as seen in Chapters 2 and 18 in the fourth edition of _Congress Reconsidered_? __LaToya________

7. How does Schickler explain the reforms and their aftermath, writing 30 years later? __Brian Amos________
8. How does Polsby explain the reform period and its aftermath, in *How Congress Evolves*, writing thirty years later? ___Charles Dahan__

9. Looking back, to what extent were the reforms of the 1970s, and the unfolding of the post-reform era, influenced by the ‘second reconstruction’ and the ‘Warren Court’, as seen in Chapters 30 and 31 in Zelizer, *The American Congress*? ___Jon M-P___

10. How and why does Berkman see state governments shaping national politics, in his analysis of tax policy agenda from 1976 to 1986, and how and why does he suggest that this causal relationship may subsequently reverse? How might this be relevant to your work on state legislatures? ___Amanda___

11. Stepping way back, detail Bensel’s perspective on the changing character and role of sectionalism during the postwar era, discuss how these changes shaped the reform and post-reform eras, and put these developments in a broader historical perspective, as informed by Chapter Nine. What do you suspect the implication of his analysis is for the first third of the 21st century? ___Kevin___

Rohde, *Parties and Leaders in the PostReform Congress*, Chs. 1, 4, 6  
Jacobson, “The Misallocation of Resources in House Campaigns,” CR V.  
Elizer, *The American Congress*, Ch 40  
Schickler, *Disjointed Pluralism*, Ch 1, 5, 6, Epilogue  
Sundquist, *Dynamics*, Ch 18  
*Congress Reconsidered*, 9th Edition, Chs 1,2,3,4, 7,8 10,14,17, 18, others recommended and will be read in the Congress seminar next spring.  
Dodd, *Thinking about Congress*, Chapters 5, 7, 8, 9, 10 required; Chapter 6, 11 recommended  
Binder and Smith, *Politics or Principle?*, Sinclair, 60 vote Senate, in  
Oppenheimer, *U. S. Senate Exceptionalism*  
Lawrence Grossback, David Peterson and James Stimson, *Mandate Politics*, Preface and Chapters 1, 2, 3, 6, 7.  
Sean Theriault, *The Gingrich Senators*, Chapters 1, 2, 3, 7, 10; remainder highly recommended

Recommended Reading:

Jones and Baumgartner, *The Politics of Attention*, At least 1st/last Chs

**1st Email Assignment for Everyone:** Outline what you see as the core arguments made by Sean Theriault in “The Gingrich Senators,” focused on assigned chapters but not limited to them; discuss their strengths and weaknesses; outline the ways in which you believe his arguments could be strengthened; and discuss the broader implications his arguments (and your critiques) have for how we understand and study congressional change and national governance.

**2nd Email Assignment: Individual Questions**

1. Detail Rohde’s argument in *Parties and Leaders*, particularly what he means by conditional party government, and how and why it appeared to emerge in the 1980s; discuss what its longer-term prospects looked like in the early in the early 1990s, as seen through the arguments in Chapters 2 and 18 in *Congress Reconsidered V*; and assess the opportunities that conditional party government combined with the conditions of the early 1990s created for the Republicans in 1994. ___Charles D_____

2. What were the characteristics of congressional election campaigns in the early 1990s, as seen in the Jacobson essay on ‘misallocation of resources’ in CR V, and what opportunities did those characteristics create for electoral upheaval in 1994? ___Brian___
3. As seen in Chapters 5, 7, 8, 9, and 10 in *Thinking*, Dodd argues that Congress changes in broadly cyclical ways, as shaped and constrained by the historical conditions and ideas of the time. Detail what you see as the key elements of this argument, as presented prior to 1994, and then assess its strengths and weaknesses in accounting for the Revolution and its aftermath. Finally, what would you see as the implications of his arguments for the current period? ___Amy; Lorna____

4. Why did the “Revolution” occur according to Elizer in *On Capitol Hill*, and with what significance? ___LaToya____

5. How does Schickler characterize and explain the reforms and post-reform developments in the Congress and the emergence of the Republican Revolution in the aftermath of those developments? ___Jon P____

6. In what ways did the Republican Revolution reform and revitalize the Congress, particularly the House, as seen in “Revolution in the House” (CR VI) and Chapter 40 in *The American Congress* ___Amanda____

7. Detail the nature and role of mandate elections in congressional politics, as discussed by Grossback, Peterson and Stimson in *Mandate Politics*; compare and contrast the Revolution as a mandate election with the elections of 1964 and 1981. How and why might these elections and their mandates be connected, and with what implications and significance for our understanding of congressional politics? ___Diana____

8. Review the overall argument of Binder and Smith in *Politics or Principle?*, discuss where the Senate is today in the use and role of the cloture rule, and assess the implications of these developments for the contemporary Senate and Congress as an institution, as informed by Sinclair’s essay, *The 60-Vote Senate*, Chapter 12 Oppenheimer’s *U. S. Senate Exceptionalism* ___Kevin____

9. How does Theriault explain the polarized and deadlocked Senate? ___Jon M-P____

10. Jones and Baumgartner argue that politicians as well as citizens struggle with issues of attention and information processing. In what ways does this struggle account for shifts in policy agendas and agenda evolution over the past half century or so? ______

11. As seen in CR IX, especially Chs 2, 3, 4, 8, 12, and 18, how and why did the Democrats regain control of Congress in 2006, what conditions of governance did they confront as they sought to address the crisis at hand, how confounding was their loss of control of the House, in retrospect, and what are the implications of the experience of the past several years for Congress and the nation as we move toward the 2012 election and beyond? ___Charles S.;____
Week Thirteen: No Class: Work on Research Projects and Send Final Exam Questions

There will be no class meeting this week. Instead, students should (a) work on their research projects, (b) prepare email assignments for the last class, and (c) send Professor Dodd their preferred questions for the final exam (by Friday, April 10th). He will send each of you a final exam by Tuesday, April 14th.

Week Fourteen: Studying and Theorizing About Congress Across Time/April 21st

This final class will be devoted, in the first hour, to the discussion of Professor Dodd’s theoretical work and, in the second hour, to final comments by students on their research projects.

Looking to the End Game:

1. I want each student to write up three proposed questions for the final exam and send them to me by Friday of this week.

2. I will send students the final exam questions on the 14th. Students will have until Tuesday afternoon, April 28th at 5pm to get the final exam to me via email. I expect student to write on two questions and for you to have about 8 double spaced pages for each question. Students will choose one question from a general list of questions common to all, and one question from a list of questions tailored to each student. Again, get the final exams to me by Tuesday, April 28th by email, 5pm.

3. I want the final research papers to me by Saturday, May 2nd at noon EST, via email.

4. Come to the class on April 21st prepared to discuss my theoretical work on Congress, during the first half of class, and to update students during the second half with short statements on your research progress.

Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress?

3. Outline the major principles of path dependency theory, as seen in Pierson’s *Politics in Time*, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Dustin:

Part II: Specific Question: Choose one of the following two questions:

1. What was the intended role of the Senate within our constitutional system, from the perspective of the founders? To what extent has the Senate played this role, deviated from it, why, and with what consequences for Congress and American political development? What do you believe was lost and what was gained in so far as the Senate did deviate from its intended role. Explain.

2. In what ways did secession, civil war and reconstruction alter and shape congressional development and what were the immediate and long-term effects of these developmental patterns for the role and power of Congress in national politics? In what ways do congressional scholars adequately understand these
longer term effects, in what ways is their understanding negligent, and how might a fuller understanding be aided through new research?

Jackie: (as a Master’s student you can take ten pages on each question)

Part II: Specific Question: Choose one of the following two questions:

1. Looking back at Young’s Washington Community, and considering developments since the early 19th century, how does the development of Washington, D.C. affect the development of Congress?
2. In what ways did the Civil War and Reconstruction period alter and shape the institutional development of Congress, to what extent was sectionalism a central or the central factor shaping this process of influence, and what were the immediate and long-term consequences for these developments for the power of Congress within our constitutional system?

Jordan:

Part II: Specific Question: Choose one of the following two questions:

1. What are positive and negative feedback, as delineated by Baumgartner and Jones, and how are they relevant to understanding congressional development, particularly with respect to nature of policy continuity and change? How might you utilize these theories in a study of policy dynamics during the postwar era, what would you see as the limits of the theories in such a study, and how might you supplement them by designing your study in a way that draws on and integrates them with other theories of congressional development and change?
2. What does Richard Bensel mean by Yankee Leviathan, how did the emergence of the Leviathan reshape Congress and congressional policy agenda, and what were the long-term effects of the consolidation of the Leviathan on congressional development and its policy agenda in the post-Reconstruction world? What principles of development and change might we take from Bensel’s study that helps us think about institutional development and policy dynamics today?

Josh:

Part II: Specific Question: Choose one of the following two questions:

1. In what ways have political parties played a constructive role in aiding the historical development of a Congress capable of performing its constitutional roles? In what ways have they fallen short or been destructive in their effects? Why? And with what consequences for the ability of Congress to aiding and/or hinder the nation’s ability to adjust to and adapt in the face of major domestic and international changes and challenges it has confronted?
2. How and why has the institutional power of Congress ebbed and flowed in response to and as a consequence of major external forces within society, the international environment, or both? Briefly, how do you see external forces today challenging and potentially altering the institutional power of Congress?

Matt:

Part II: Specific Question: Choose one of the following two questions:

1. Describe the development of the American Speakership from the first Congress to the modern Congress, taking care in the process to explain the changes and assess the institutional consequences of its developmental patterns. In the process, be sure to address the similar and different ways in which the office of the Speaker functioned under periods of party politics and committee politics and to assess how its functioning affected critical moments in American political development.
2. How has the House of Representatives developed as an institution over time? What were the Founder’s intentions for the House? How is the modern House different from the original intent of the Founders? What were the major institutionalizing events and periods of the House of Representatives? And what ever the major effects of the institutional development of the House on Congress and its role in American Political development?

Rob:

Part II: Specific Question: Choose one of the following two questions:

1. When did the Southern Realignment occur, and why? How did it change Congress and with what probable consequences for the long-term operation and power of the institution?
2. What is subsystem politics, what are its advantages and disadvantages for Congress as a powerful legislative institution, how have reform processes altered and shaped the operation of subsystem politics during the postwar era, and have these reforms served to make subsystem politics more beneficial or less beneficial to the power and functioning of the Congress?

Rose:

Part II: Specific Question: Choose one of the following two questions:

1. When Woodrow Wilson originally wrote Congressional Government in the late 19th century, he speculated that the growing demands of and requirements placed on Congressmen were impacting policy-making and the very structure and functioning of Congress itself. In Wilson’s words, “the evident explanation of this change in attitude towards the Constitution is that we have been made conscious by the rude shock of the war and by subsequent developments of policy, that there has been vast alteration in the conditions of government” (28). Choose two or
three other events in the history of the U.S. Congress which “vastly altered the conditions of government” (according to Wilson’s standards) and explain why and how they did so, and with what effect on the constitutional role of Congress.

2. Over the past 200+ years, the U.S. Congress has been a site for both ebbs and flows in central leadership. Have these shifts been the product of external/environmental conditions, internal/personal agendas, or both? Explain with examples.

Sara: (As a ‘senior undergraduate,’ you can take twelve pages per question)

Part II: Specific Question: Choose one of the following two questions:

1. In what ways did the Civil War and Reconstruction period alter and shape the institutional development of Congress, and with what immediate and long-term consequences for the power of Congress within our constitutional system as the nation faced new economic, social and international challenges?

2. Describe the major reforms in Congress during the 1970s and delineate the consequences they had for the subsequent development of Congress as a governing institution.
Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress?

   In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s *Politics in Time*, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:
Tristan, Here are your questions for the final exam:


Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:
1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?
2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress? In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.
3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory
helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1. Outline Schickler's core argument in Disjointed Pluralism and discuss the ways in which it might be relevant to and adapted for the study of the development of the European Parliament. In answering this question, address both the kinds of theoretical formulation you might derive from Schickler's work in a study of the European Parliament, and the focus of research you would envision in utilizing this formulation.

   In so far as you question the utility of Schickler's approach for studying the European Union, outline and defend this position and indicate the kinds of alternative or modified theoretical formulation and research focus you might bring to understanding and researching the development of the Parliament.

2. In what ways did secession, civil war and reconstruction alter and shape congressional development and what were the immediate and long-term effects of these developmental patterns for the role and power of Congress in national politics? In what ways do congressional scholars adequately understand these longer term effects, in what ways is their understanding negligent, and how might a fuller understanding be aided through new research?

Jasin, Here are your exam questions:


Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-
spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress?

   In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1. Examining the current transfer of power in the legislature and executive (election ’08 through inauguration), what parallels can be found in the post-Reconstruction or post-New Deal transitions, insight which might prove beneficial to the current leadership.

2. What is the Conservative coalition, as discussed in the literature on Congress, when and why did it emerge, what was its significance for Congress, and why has its influence waned? In discussing these issues, give close attention to the voting record of the Coalition. In light of that record, is the generalization of the Coalition's purpose as "only blocking liberal legislation" fair, or did the Coalition have an informal yet proactive direction?
Wendy, Here are your final exam questions:


Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress? In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orrren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory
helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1. How might technology be used as a lens through which to examine American legislative development? Take care to elaborate your argument and discuss evidence in its behalf. How might your arguments be applied to Space Policy?

2. How have discretionary type policies been treated historically by Congress and what does this say about American legislative development? How have these policies and Congress's treatment of them contributed to the development and institutionalization of American government and the building of the American state? How might your arguments be applied to Space Policy?

Matt:

Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention,
why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress? In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1. Reflecting on Holt's book, The Political Crisis of the 1850s, how did the collapse of the Whig Party in the South lead to secession? What was it about Democrat-Whig party competition that had held the union together, and what was it that served to undercut this competition and its salutary role? What are the implications of Holt's analysis, and your assessment of it, for party competition in the contemporary era, and for the longer term and constructive functioning of Congress?

2. Reflecting on Burns' Congress on Trial: What characteristics of Congress did he see as complicating its
ability to reform itself, and how powerful do you see those complications as being in light of subsequent reforms and developments within Congress over the past 60 years? What are the implications of your answer for how we think about reform and development of the Congress?

Paulina, Here are your final exam questions:


Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress? In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory,
as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1. How have legislators’ priorities changed across time, and how have these changes affected the legislative process and the party system? For example, compare and contrast the differences between periods in which state/regional/sectional interests took precedent over partisan interests, and explain how these priorities influenced the development of the party system in each period. Do legislators’ interests/goals have an effect on their loyalty to their party or their willingness to allocate authority to party leaders? Does this dynamic characterize a broader pattern which exists across time?

2. How has party competition between and within the two major parties affected policymaking in Congress across time? What are the different effects that inter-party and intra-party competition have had on the legislative process throughout history, in terms of policy productivity and quality or type of laws passed? Compare periods of one-party congressional dominance and highly polarized two-party competition in your answer.

Will, Here are your questions (Your submissions were excellent):


Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in
Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:

1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress? In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:
1. Discuss the rise of the rise and subsequent fall of the American speakership from Reconstruction to the Progressive era. What do you consider to be the most influential factors which contributed to power centralization and subsequently decentralization? How do the changes compare to contemporary developments in Congress? And what are the implications of different power structures in the Congress?

2. How have developments in the state or colonial legislatures influenced the development of the Congress? Discuss the role of colonial assemblies in providing a structural blueprint for the Congress and the ideas which ultimately drove that blueprint. Expanding beyond the formative years but drawing on theoretically and thematically similar insights, in what ways do see the states as important incubators of change in national policymaking. How might political and cultural differences among the state governments influence policy and development at the national level?

David, Your questions are below:

Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.
Part I: General Question: Choose one of the following three questions:
1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others, and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?
2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress?
In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s
approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1. Name three major ideas (democracy, republic, polity, constitution, liberalism etc.) used when forming the American legislature, describe how these concepts were applied in creating congress. Many of the founder's intentions for the legislature were not realized, in what ways did their plans go awry?

2. Name three ideas that were used when forming the American legislature and describe how the concepts changed over the history of congress. Why did these ideas change and what were the effects of the changes in these ideas on the Congress? To what extent did these changes alter the founders intentions for the Congress, how and why?

Scott, here are your final exam questions:

Each student is asked to write two questions, with one “General Question” coming from Part I below and one “Specific Question” tailored for each student as listed in Part II below. Your answers for each question should run approximately eight pages double-spaced. Use endnotes for any extensive citations, and also provide a bibliography. The endnotes and bibliography do not fall within the eight page limit, but cannot be used to make additional arguments.

Part I: General Question: Choose one of the following three questions:
1. What were the major characteristics and purposes of the Congress that emerged from the Constitutional Convention, why did the founders design the kind of Congress specified in the Constitution, how did the early evolution of Congress privilege some aspects of this design over others,
and what have been the long-term consequences of the design and early evolution for the broad developmental path that Congress followed in the subsequent two centuries?

2. Compare and contrast congressional development and its policy-making roles during its first 120 years of existence with development and policy-making during the last 100 years or so. In what ways were development and policy roles similar and in what ways dissimilar across these two periods? Why? With what broad effects on the place of Congress in American politics and governance? And with what implications for how we study and understand the Congress? In addressing this question, begin by clarifying and justifying what you mean by “political development,” in sync with or contestation of Orren and Skowronek’s approach. Develop your argument in a way that flows in a consistent and informed manner from your conception of development as a process.

3. Outline the major principles of path dependency theory, as seen in Pierson’s Politics in Time, and discuss the ways in which the theory helps make sense out of the broad patterning of congressional development over the past 120 years or so, taking care to illustrate your arguments with specific examples of change or continuity from across congressional history. Having specified ways the theory helps make sense of congressional history in the first half of your answer, then consider what its limits are and what other perspectives help address these limits, and how such perspectives can be integrated with path dependency theory.

Part II: Specific Question: Choose one of the following two questions:

1) **Explain the relative roles of idealism and political expediency in the development of civil rights (particularly voting rights).**

2) **What explains the changes in the powers of the Speaker/House leadership/Committees, etc. over time – is it internal or external, personal or institutional, etc.?**